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ABSTRACT

After four years of operation, the Title VIII program of the Elementary and Secondary Education Act has been instrumental in reducing the number of school dropouts in target schools by 52 percent. This report describes in detail some of the successful educational practices operating within target schools in Alabama, California, Colorado, Connecticut, Kentucky, Maryland, Massachusetts, Michigan, Missouri, Ohio, South Dakota, and Washington. Except for some projects, each description is presented in two sections. The first section describes the general setting in which the total program operates, such as locale, school system, special factors affecting the project, the overall instructional programs, and the results obtained. The second section contains a detailed description of one or more successful educational practices with data to show that they were successful. The descriptions are in sufficient detail to provide educators at all levels with enough information to initiate programs in local schools with similar problems. The descriptions cover such topics as needs assessment, rationale, objectives, criteria for selecting the target population, personnel, facilities, equipment, materials, operational problems, valid evaluation data, cost analysis, and suggestions for replication. Examples of data collection instruments and management forms are included in some of the project reports. (Author/JF)

POSITIVE APPROACHES TO DROPOUT PREVENTION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Foreword

Last year over 800,000 youths dropped out of our Nation's schools before graduating from high school. Educators everywhere are concerned over this vast human and economic waste resulting from school dropouts. Henry M. Levine of Stanford University, in his study *The Effects of Dropping Out*, equates the loss to society in revenue alone to be \$237 billion over a 25-year span, not to mention the lack of self-fulfillment, economic stability, family unity and solidarity.

In 1968 the Congress, concerned over this national problem, amended the Elementary and Secondary Education Act (ESEA) to include title VIII, section 807—Dropout Prevention Projects. This new program allowed 19 public local educational agencies to demonstrate, in selected target schools, their ability to develop innovative educational programs that would interest and allow the potential dropout to stay in school and to increase his or her capacity to be a productive citizen upon graduating from high school.

After 4 years of operation, the title VIII program was instrumental in reducing the number of school dropouts in the target schools by 52 percent.

This report describes in considerable detail some

of the successful educational practices operating within the target schools. The purpose of the report is to encourage other schools to adopt these successful practices in order to curb their own dropout problems.

The project directors determined the outline which guided the writing of each report. Except for some projects, each description is in two sections. The first describes the general setting in which the total program operated such as locale, school system, and special factors affecting the project, the overall instructional program, and the results obtained. The second part contains a detailed description of one or more successful educational practices with data to show that they were successful. The descriptions are in sufficient detail to provide educators at all levels with enough information to initiate a program in a local school that has similar problems. The descriptions cover such topics as: needs assessment, rationale, objectives, criteria for selecting the target population, personnel, facilities, equipment, materials, operational problems, valid evaluation data, cost analysis, and suggestions for replication. Also, examples of data collection instruments and management forms are included in some of the reports.

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PROJECT ARISE

Arranging for Reorganizing Instruction for Success in Education

Grant #OEG-0-71-3930

Macon County Public School System
Tuskegee, Alabama 36083

GENERAL SETTING AND RESULTS

LOCALE

Project ARISE is located and operates under the auspices of the Macon County Board of Education, Tuskegee, Alabama, at Tuskegee Institute High School. The county itself is a rural, economically depressed area in East Central Alabama with a population of 24,841 (1970 Census figures).

Eighty percent of the population in Macon County has an annual income of less than \$3,000. This economic depression is reflected in many ways, but particularly in educational pursuits of the young.

THE SCHOOL SYSTEM

The county consists of one school system, the Macon County Board of Education. General administration and general supervision are provided by the board. Macon County Board of Education is composed of five members who are elected by the people. The superintendent is appointed by the board and serves as executive officer of the board. Five high schools and six elementary schools make up the Macon County Education System. The school system employs 216 teachers to direct the learning activities of 5,129 students enrolled in grades 1-12. Of the total number of students in Macon County, 956 are currently enrolled at the target school which has a 46-member faculty.

SPECIAL FACTORS

There are several other programs which supplement the education of Macon County youths in addition to Project ARISE:

- The location of the target school in a Model City has been significant due to services provided by the Model Cities Program. For example, it helped to fund major renovations at Tuskegee Institute High School and the physical plant for housing the Preparation for Parenthood and Early Childhood Development Center which is located on the grounds of the target school. In addition, the Educational Development Center (EDC) which conducts research and disseminates information about the educational needs of Macon County is partially funded by Model Cities.
- The Neighborhood Youth Corps locates jobs in the community and provides student placement services. Jobs are procured for students both for summers and during the school year to assist these youths in meeting financial needs.
- The Preparation for Parenthood and Early Childhood Education Center assists students who have become parents before graduation from high school. The center provides counseling, health services, and child care for students who wish to complete requirements for graduation.

- The Compensatory Reading and Arithmetic Project (CRA), a countywide title I program, supplements the regular reading and arithmetic program for students in grades 4–8 who have demonstrated deficiencies in these areas.
- The Cureton Reading Program serves students in grades five and six. The program is designed to improve reading ability and comprehension in elementary grades through comprehensive study of the sound system and phonetics.
- Head Start Program and Follow Through operate within the school system. Both programs are designed to prepare the preschool child for successful achievement throughout his educational career.
- The Fourth Grade Reading Program is in operation in the schools. It is a subcomponent of the Educational Development Center which is funded by Model Cities.
- The Career Opportunities Program (COP) assists youths with college education while enrollees serve as teacher aides in the schools of the county.

SCOPE

Project ARISE is a program funded through the U.S. Office of Education for \$497,000 (for 2 years) under the title VIII Dropout Prevention program of the Elementary and Secondary Education Act. This project has reduced the number of dropouts at Tuskegee Institute High School by causing a comprehensive involvement of the parents of dropout-prone students in the total educative process.

PERSONNEL

Project ARISE is staffed with 49 employees: one director, one evaluator, one parent-counselor aide coordinator, four teachers, nine teacher aides, one clerk typist, two school counselors, one administrative secretary and 31 parent-counselor aides (PCA's).

The director has overall administrative responsibilities for the program. He coordinates the program with the target area principal but has authority in matters relating to the operation of the project. The director is responsible directly to the superintendent and must keep the community dropout council informed about project operations, making periodic reports and recommendations, etc.

The evaluator is responsible directly to the director. He analyzes needs and data of the objectives with which the project is concerned. He evaluates all aspects of the program, procedures, and management processes. He assesses the progress of the program component, determines cost effectiveness, and disseminates information internally and externally.

The PCA coordinator is responsible to the director. She supervises the activities of the PCA's, advises them on ways to solve student problems, contacts school and agency personnel for additional help when needed, conducts staff meetings, and maintains records of student attendance.

The PCA's act as paraprofessional attendance officers and counselors. These men and women are parents of one or more potential dropouts attending the target school. Their responsibility lies in keeping their own children in attendance at school and in encouraging the regular attendance of children from nine to 12 households in their neighborhood.

Initially, finding suitable personnel for this component was difficult. When response to public advertisement was inadequate the director and assistant director made about 100 house-to-house contacts with parents of students identified as potential dropouts. This brought 60 applicants to the title VIII office, of whom 24 were hired for the original year.

The overall objectives of Project ARISE at Tuskegee Institute High School are:

1. To decrease the dropout rate by 20 percent.
2. To increase the attendance rate by 30 percent.
3. To reduce the incidence of disciplinary problems by 30 percent.
4. To decrease the student suspension rate by 30 percent.
5. To improve the overall attitude of potential dropouts by 30 percent.

According to comparisons between baseline data at the project's inception and data maintained by the project, there is a substantial reduction in the dropout rate (130 in 1970–71, 26 in 1971–72).

There is also evidence of substantial reduction in acts requiring disciplinary measures (241 in 1970–71, 96 in 1971–72). Again, these comparisons show a marked reduction in absentees for the current school year (11,932 in 1970–71, 7,448 in 1971–72).

According to data available, there has been a reduction in the number of suspensions (482 in 1970–71, 300 in 1971–72).

The student population of the target school was 963 in 1970–71 and 956 in 1971–72.

COMPONENTS

In the 1st year of operation, Project ARISE had only two components: Counseling and the Parent-Counselor Aide Corps. In the 2nd year four components were added: English, brickmasonry, auto mechanics, and special services. The remainder of this report concerns the PCA Corps component. Briefly, however, the other components fit into the project as follows:

- Counseling.*—In Macon County, secondary school counseling was minimal. Previously, the counseling ratio at the target school was one counselor for approximately one thousand students. Project ARISE has been able to reduce the pupil-counselor ratio dramatically by providing two additional counselors whose primary responsibility is to the potential dropout. The supplemental counseling provided by Project ARISE to the potential dropout segment of the target school has not only enhanced the existing counseling facility at the school, but also has had noted impact in reducing disciplinary problems and rate of suspensions of the target population.
- English.*—One teacher and seven teacher aides provide indepth, individualized English instruction for 8th, 9th, and 10th-grade students at the target school.
- Brickmasonry.*—One instructor and one helper provide vocational instruction in brickmasonry for any student from the target school, with priority given to title VIII students.
- Auto Mechanics.*—One mechanic and one assistant provide vocational instruction in automobile mechanics for any student from the target school, with priority given to title VIII students.
- Special Services.*—Funds are allotted for corrective treatment of dental and vision problems which keep students from attending school.

THE PARENT-COUNSELOR AIDE CORPS

Social case work as related to public school attendance in Macon County has been minimal. The efforts of Project ARISE's PCA Corps have contributed to a substantial reduction in the ratio of secondary school children to the limited number of social caseworkers in the county by assuming a large share of the responsibility for continuous contact with the potential dropout segment of the target school's population. Project

ARISE has attempted to involve parents of dropout-prone students in the total process of education. These parents are more than caseworkers because they live in the homes and neighborhoods of students who are dropout-prone. These parent-counselor aides carry a limited "caseload" of from nine to 11 households similar to their own—that is, they contain at least one potential dropout and in many cases, more.

The parents check in at the ARISE office by 10:00 a.m. where they check the official Daily Absentee List from the target high school. If one or more of the students on the respective PCA's caseload is reported absent, he or she then proceeds to the home of the student to inquire about the absence. If the absence is not approved by the parents and the student is not at home, the PCA informs the parent that the student did not report to school at the proper time and that several attempts will be made to ascertain the student's whereabouts. (Since PCA's live in the same neighborhood as the family being visited, there is already established a working relationship between the PCA and the family. In most cases, this arrangement facilitates cooperation between the dropout-prone student's home and the efforts of the Project ARISE staff.) If a student is subsequently located, his family is informed and the PCA counsels with the student and takes appropriate action. In cases where the student cannot be located, will not voluntarily return to school, or is legitimately absent, the PCA has a conference with the parents and reports the results to the project office (PCA coordinator) who then takes or advises appropriate followup of the matter.

Periodic visits are made to each household on the caseload by the PCA's and reports are made regarding attitudes, home conditions, and student school attendance. This continuous contact keeps the family, the school, and the project abreast of the total efforts of Project ARISE. Meetings are held with parents in the title VIII office in which problems and procedures are discussed, parents are informed of the project's objectives, and the parents are allowed to have meaningful input into the total ARISE effort of substantial dropout reduction in the county. Project staff is expected to attend parent-teacher (PTA) meetings regularly at the high school and PCA's are also required to attend. The PCA's are required to encourage the parents on their caseloads to attend these PTA meetings and to participate in other school

activities which involve parents of children who are attending the high school. PCA's also attend Adult Basic Education classes. The PCA's are expected to work 40 hours per week and are paid on that basis. Daily and weekly reports are filed to document PCA activities.

The combination of efforts reflects the project's concern, not only with dropout prevention, but also with academic achievement, school motivation, regular school attendance, disciplinary problems, and the development of positive attitudes toward school and school-related affairs. Project ARISE invests effort and energy in bringing many resources within the Macon County community to bear positively on the problems of the potential public school dropout through the employment of parent-counselor aides and through the use of other community resources. Project ARISE staff feels that much of whatever actual gains have been accomplished are attributable to the efforts of its PCA Corps.

The PCA Corps, in effect, act as indigenous attendance officers (the official attendance officer holds a joint position of attendance officer and special education coordinator). It is believed that concern shown by community persons toward absence from school and school-related problems not only improves attendance, but also encourages the student to stay in school rather than drop out. It is also hoped that, by being in regular school attendance, the student will be more likely to succeed academically than when he or she is consistently out of school.

SELECTION CRITERIA AND TARGET POPULATION

A survey of research on the dropout problem resulted in the identification of five general factors which appear to be related to the internal problems of the school in its relationship to the dropout:

- Grade level placement 2 or more years below average for grade
- Consistent failure to achieve in schoolwork
- Reading achievement level 2 or more years below the grade placement norm
- Absent in excess of 9 days per year
- Currently failing in two or more courses.

The research does not isolate any of these factors as being the reason for dropping out of school but shows a high degree of relationships between the existence of the factors among those who do drop out. Among the target population of this proposal a sample demonstrated the existence of at least one of these

five characteristics as being observable by the teachers with those students.

The immediate target group of this project (1970-71—250; 1971-72—350), is identified potential dropouts at Tuskegee Institute High, each of whom is included in the counselor-attendance aide's caseload. The immediate at-school contacts for this group are provided by two in-school project counselors. These counselors will work with the entire student body with special interest and concern for the dropout-prone students.

The less immediately involved population are the other children in each household who may not yet be identified as definitely dropout-prone students, but who will nevertheless be affected by the counselor-aide's activities.

COST ANALYSIS

For the 2-year operational period, administrative costs totaled \$90,704. The parent-counselor aide component, salaries of PCA's only, totaled \$220,000 for the 2 years.

On a per student basis, the PCA component cost approximately \$428 for 1971-72 and \$385 for 1972-73. This figure includes the cost of salaries of PCA's and the coordinator. It does not include any administrative costs. It is interesting that the cost declined with the addition of students even though the number of PCA's was also increased*, and this may suggest a way to further decrease per pupil costs, keeping in mind the possible need to limit size to retain close personal contact.

*1971-72.....	250 students.....	24 PCA's
1972-73.....	350 students.....	31 PCA's

SUGGESTIONS FOR REPLICATION

Several possibilities exist for local replication of the PCA component, depending upon the financial status of the system:

- Hire all PCA's as paraprofessional attendance officers to work with that school division.
- Hire head PCA's at full-time salary and PCA's at half-time salary.
- Hire supervisory personnel (head PCA coordinator). Recruit volunteers for other positions and pay only expenses (i.e. mileage).
- Increase the caseload of paid PCA's to 20 or more households, if location permits (as in high population density locale).

CHAPTER II

PROJECT MACK

More Advanced Careers and Knowledge Career Cluster Program

Grant #OEG-0-71-0940

Oakland Unified School District
Oakland, California 94606

GENERAL SETTING AND RESULTS

LOCALE

Project MACK is located in Oakland, California. The Oakland Unified School District includes virtually the same territory as the city of Oakland, which has about 387,000 residents and is the core city of a metropolitan East Bay complex of over a million people.

The area served by Project MACK—the McClymond's High School attendance area—is a predominantly black, low-income area of the city. More than 90 percent of the population served by the project is black. The neighborhood contains older homes, many of which have been converted to multiple dwellings, now housing three and four families.

THE SCHOOL SYSTEM

The Oakland Unified School District enrolls around 64,000 students in grades K-12 quartered in 88 school plants. The district maintains 65 (K-6) elementary schools, 15 (7-9) junior high schools, 6 (10-12) senior high schools, two opportunity-continuation high schools, an adult center, three major evening adult schools, a development center for handicapped minors, and 14 children's centers.

The latest ethnic survey indicates a student percentage population of 55 black, 5 oriental, 8 Mexi-

can-American, and 32 white. About 12,000 students are from homes receiving public assistance.

In accordance with one of the major recommendations of a study conducted by Price Waterhouse Management, the school district was divided into three administrative regions in 1971. Each region is headed by an associate superintendent with an administrative responsibility for all the schools assigned to the region. A major purpose of the reorganization of the school district is to improve the quality of educational services in the District.

The estimated 1972-73 general fund expenditures of \$78,361,705 contain an estimated \$9,971,132 of special project funds from Federal and State sources. Oakland expended approximately \$959 per pupil in average daily attendance during the 1971-72 school year. This may be compared to a State's average of \$980 for the upper one-third of the Unified Schools. However, Oakland's cost contained about \$147 per pupil of special Federal-State aid for special core city projects.

SPECIAL FACTORS

The acute needs of students in the McClymonds High School attendance area have been reflected each year in reports from the Research Department of Oakland Unified School District. For example, the

achievement test results for the 1971-72 school year indicate that the median performance of McClymonds High School 12th-graders on basic skills (reading, math, and language) is below that of the State and the district.

The 1971-72 report of the Research Department indicates that McClymonds ranks first among the high schools in Oakland on percentage of students from AFDC families (82.5 percent or 736 out of 892 students). The two feeder junior high schools in the McClymonds High School attendance area are confronted with the same problems facing McClymonds. The average of unexcused absences for the high schools in Oakland was 8.4 percent during the 1971-72 school year. McClymonds had 17.7 percent, the second highest average of unexcused absences in the district during the school year. Low incomes are the rule in the McClymonds High School attendance area with unemployment generally running higher than in any other area of the city. The median income in the area, according to the 1970 census data, is \$6,114 compared to \$9,626 in the city of Oakland. The above-mentioned disadvantages in the attendance area constitute the major factors that lead to students' failure to complete their secondary school education. This situational development, briefly described, has increased a need for a dropout prevention program to address the problems facing the students in the McClymonds High and its feeder schools.

SCOPE

Project MACK is designed to reduce the dropout rate, to improve attendance, and to raise the academic achievement levels of the target students. A major objective of MACK is to provide students at McClymonds and eight feeder schools with health services. There are 892 students in grades 10 through 12 enrolled at McClymonds, and 1,144 in two feeder junior high schools. Plans have already been completed to extend the project to six elementary feeder schools during the 1973-74 school year.

Project MACK has been incorporated into the entire McClymonds High School program. This "total school approach" as opposed to the "pull out approach" was undertaken because of the belief that the factors that cause a student to drop out must be attacked in an integrated way; attending only to the student's reading skill while ignoring his need for affiliation with peers would be inefficient. Major emphasis for the 1st year, however, was on the 10th- and 11th-grade students. Because of the total-school concept, the role of principal has been incorporated with that of the project director. In addition to this principal-project director there are three assistant directors. Each assistant director has major responsibility in his own area or component.

COMPONENTS

INSTRUCTION

This area is designed to provide a wide range of curriculum alternatives from which the students can choose. Special support to teachers and students comes from a math specialist and a reading specialist. An instructional media center supported by math and reading laboratories provides a positive environment for individual learning and instruction. A career cluster specialist coordinates in-the-field job experience and provides information to students on the kinds of career alternatives available. Also, this component, through the assistant director and specialists, provides inservice training to the teaching staff. These inservice programs focus on diagnosis of strengths and weaknesses of students, the instructional program, and the preparation of special materials for meeting the identified needs.

STUDENT SUPPORT

Through counseling and psychological services, personnel of this component assist students in the course selection, and future occupational training and selection. In addition, the assistant director, his staff of counselors, and a psychologist assist students with individual and group problems and concerns as well as aiding teachers and staff members through consultation and inservice training. A major objective of the student support component is to provide students with health services. During the 1971-72 school year the component conducted a multiphasic health examination for students at McClymonds. The results of the health examination prompted many schools in the District to provide health screening programs for their students.

COMMUNITY SERVICES

The component is structured to coordinate community resources as necessary to assist in reducing the incidence of dropout. The Community Services component tries to establish and supervise parent education programs and inservice leading to the facilitation of human relations. The component also seeks to enlist the support and resources of the business community.

Overall coordination of the school program and project was the responsibility of the principal-project director through the Management component.

COMMUNITY BOARD

The McClymonds High School Community Board serves as a representative community group to advise the project management and to provide input from the broader Oakland community. Membership was drawn from the West Oakland community, East Oakland, students and staff from the high school, the University of California at Berkeley, and the Oakland Public Schools.

OVERALL RESULTS

The report on the project outcomes covers the 1st operational year of MACK—the 1971–72 school year. The reduction of class-cutting rate at McClymonds High School was one of the major objectives of MACK during the 1971–72 school year. The 1970–71 class-cutting rate of 23 percent was reduced by 15 percent during the 1st project year. There was a slight increase of 2.1 percent in dropout rate during that year.

Achievement objectives for both math and reading areas were set at .5 percent increase in grade level for the year. Tenth-graders were tested with the Comprehensive Tests of Basic Skills (CTBS), Form 3R. Eleventh-graders were tested with Form 4Q of the CTBS. Tenth-grade reading pre- and post-test measures showed an increase of .4 percent of a grade level for the 7-month instructional period, while performance in math declined by .4 percent of a grade level. The 11th-grade mean reading gain of .9 percent grade level exceeded the objective. The objective was not achieved in 11th-grade math as the mean score between pre- and post-testing decreased by .1 percent of a grade level.

Pre- and post-test results of 10th and 11th-grade

students enrolled in the math and reading tutorial program were also studied. All groups with the exception of the 11th-grade math tutorial students made gains. There was a .3 percent of a grade level gain for 10th-graders in reading and .1 percent of a grade level gain for this group in math. Eleventh-graders in reading tutorials showed gain of 1.3 percent grade levels, while the 11th-graders in math tutorials showed a loss of .1 percent of a grade level.

Pre- and post-test measures on students' opinion towards various aspects of the school program were also taken. Students were asked questions such as the following: "From your own experience, how would you rate the course offerings at your school with your future desires?" and "How much information has your counselor given you about jobs you might be suited for and their requirements for being hired?"

In general, there was little change in student opinions between spring 1971 and spring 1972 as measured by this instrument.

A sample of parents with children attending McClymonds was interviewed in regard to their views of the school and particularly the counseling program. Results were compared to opinions stated on the same questions asked in 1964. There was a significant increase in the proportion of parents who expressed satisfaction with contacts they had with the counselors. There was also a significant increase in the percentage of parents who felt that their children were properly programed into classes.

There are several noteworthy programs and activities at the school that have contributed to the ongoing development of Project MACK.

The McClymonds High School Community Board has provided valuable community input and advice to the overall management of the project. The board has organized itself for effective orientation and adaptation to the concept of accountability in project management. It has developed new procedures and sound techniques for conducting its public meetings on the project. The board has created six committees on attendance, counseling, curriculum, evaluation and audit, personnel, finance and budget in order to facilitate project management and to keep the community well informed of programs and activities at McClymonds High School.

A Career Cluster program has been developed to provide students with curriculum alternatives. The construction cluster and another cluster in health went into operation on February 22, 1972. The assistant director of instruction and the Career Cluster

specialist have developed plans to provide programs in other occupational clusters such as business, public service, production, and manufacturing. The business community has been actively involved in this program.

The multiphasic health screening program conducted at the school has been a major accomplishment of the project. The results of the program revealed several cases of sickle cell anemia. The experience at McClymonds prompted other high schools in the city to give special health examinations to determine if any of their students have this disease. The effects of the multiphasic program are also being felt in the community. For example, parents from the West Oakland community have now formed a committee on sickle cell anemia to help educate the community on the disease.

A major effort has been made by the Language Arts Department to provide curricular alternatives for students. The department has expanded the scope of its course offerings to include technical courses in business English, contemporary opinions, film-making, and other relevant subjects.

In response to expressed needs of the community, students, staff, and administration, a major reorganization of the project has taken place. These changes are reflected in the goals and objectives of the project proposal for the year 1972-73. It is anticipated that changes will facilitate communication among the various components, staff, and students. These changes will give additional impetus to focusing on target groups of students by increased needs identification and satisfaction. It is hoped that the reorganization will better facilitate the coordination of the project with the Oakland Public Schools.

There has been intensive contact between the school and the community. This has been primarily because of increased commitments on the part of the counseling staff. Ninety percent of all incoming 10th-graders were contacted before entering school in September 1972. The counselors and psychologist have made many contacts with parents through home visitations, telephone calls, and conferences at the school.

Project MACK was confronted with problems in the procurement of materials and equipment, attendance keeping procedures, staff cooperation, etc. It must be noted, however, that the project evaluators are impressed with the general progress that the man-

agement staff has made in resolving many of the persistent problems and procedures that could have jeopardized the goals of the project. The management team has been holding regular early morning planning meetings and other special meetings with the school staff—a concerted effort which has created an atmosphere conducive to the management of a dropout prevention project. The evaluators feel that the leadership that is being provided to the project is one of the most critical elements of a successful operation.

Among the major accomplishments at McClymonds High School today is the establishment of a new student accounting procedure for reporting daily absences and class cuts. The new method for student accounting should provide a systematic procedure for collecting and analyzing critical attendance information for program management. It has enabled the attendance office to disseminate information on absenteeism and class-cutting on a daily basis to all school staff. This new procedure is being carried out efficiently by the management team. The continuous monitoring and feedback of attendance information to the staff has enabled the homeroom teachers to contact the parents of students who cut classes or stay away from school. This practical approach to McClymonds' attendance problem no doubt is contributing greatly to the emerging cooperation among students, parents, and teachers in dealing with dropout and attendance problems.

Many of the programs that were planned for the 1972-73 school year have been implemented as scheduled. For example, the Multiphasic Health Screening program has been conducted for 7th-grade students at Hoover and Lowell Junior High Schools and 10th-grade students at McClymonds High School. All indications show that the proposed "followup" for those students who were identified as having some medical or dental problems is being carried out.

The Career Cluster program is proceeding according to the proposed plan in the project document. More than 115 students have enrolled in the Career Exploration and Selection stages of the program. The two stages of the program cover health services, business, construction, and maintenance. Plans for adding new occupational fields have already been developed for implementation.

The Media Center is now playing an important role in providing students with a new environment for learning. The evaluators have noted that a large number of students are using the center.

It is the general feeling of the evaluators that the concerted efforts at McClymonds in dealing with the dropout, attendance, and academic problems facing the school has a great potential. Already it seems to

be having noticeable impact on the students. On the whole the evaluators are impressed with the progress that Project MACK has made toward achieving its goals and objectives.

CAREER CLUSTER PROGRAM

PROGRAM PLANNING

This report will focus on the Career Cluster program at the McClymonds High School because of its accomplishments. The traditional secondary school curriculum does not adequately meet the immediate and long-range needs of a large proportion of the diverse student body in the urban school district. To correct this situation at McClymonds High and its feeder schools, a Career Cluster program with a broad range of curricular alternatives in six occupational clusters was proposed for development and implementation during the 1971-72 school year. The specific clusters are:

1. *Business Occupations.* Sales, office, support, and managerial positions.
2. *Medical Occupations.* Nurses' aides and orderlies at the low-skill level up to the physician and psychiatrist in the highest skill levels.
3. *Transportation, Communications, and Utilities.* Telephone operators and bus drivers at the lower skill levels to high managerial positions.
4. *Production and Manufacturing.* Research and development which would cover the whole manufacturing community in Alameda County, ranging from simple machine operation through the development of new products.
5. *Construction.* Real estate, engineering, and the entire housing industry from basic construction skills to sales of real estate property and urban planning classifications.
6. *Public Service Occupations.* Human services, beginning with the subprofessional aide in recreation, welfare, education, etc., and police, fire protection, city services, sewers, water pollution, etc.

Out of the proposed six occupational clusters, health services and construction/maintenance were selected for implementation during the 1971-72 school year. The two clusters were selected because of projected manpower needs in the field of health services and construction/maintenance.

When it became known in August 1971 that two career clusters were to be implemented at McClymonds, the Career Cluster coordinator held meetings with an Advisory Council to the Career Cluster program (the council consists of representatives from business, industries, community, and various government agencies in Oakland) to develop some general guidelines for the program. The council agreed among other things that the Career Cluster program should:

1. Focus on the student, the parent, the school, the community, and the teacher in its approach to help students graduate from McClymonds High School with marketable skills.
2. Seek to foster commitment to career education among:
 - a) parents in McClymonds attendance area
 - b) teachers and students who sometimes equate success with academic accomplishment.
3. Be available to all 10th-grade students at McClymonds High School, especially those who will have the most difficult time surviving without skill training.
4. Complement the existing programs at McClymonds High and its feeder schools.
5. Help students who wish to enter a career on completion of their secondary school education to make a selection on the basis of their understanding of many available options.

In the process of developing the first formal plan for the program, the program coordinator:

1. Reviewed most of the available literature on career education with emphasis on career clusters.
2. Obtained information on career clusters from Dr. Maley of the University of Maryland; John Adams High School in Oregon, which has a well-developed career cluster program; and USOE Regional Office in San Francisco.
3. Visited:
 - a) schools in the San Francisco Bay Area with career education programs
 - b) Washoe County School District in Reno.

4. Attended a number of workshops on career education conducted by the Alameda County and Gregg-McGraw-Hill.
5. Had an intensive but informal discussion with a sample of 12th and 10th-graders at the McClymonds High School on career education. A major purpose of the discussions was to secure students' opinions and evaluations of their coursework. The discussions enabled the coordinator to introduce the students to the concept of Career Cluster education. Based on the data secured from the investigations, the program coordinator developed a 3-year plan for implementing the program. The plan was submitted to the project evaluators, McClymonds High School staff, McClymonds High School Community Board, and the program advisory council, for comments and suggestions.

The plan had three major stages:

Stage I.—Career Exploration

Stage II.—Career Selection

Stage III.—Career Preparation.

The major thrust of Stage I was to provide selected students with an awareness of different occupations and their skill requirements, and to afford them an opportunity to observe and sample systematically a variety of work conditions.

Stage II was designed to achieve the following goals:

1. Provide selected students with modest skills in selected clusters.
2. Provide the students an opportunity under supervision to participate in work experience at selected occupational sites.
3. Help each student to plan for his or her future education and/or skill training.
4. Provide the students with related interdisciplinary courses to complement their career exposure.

The third and last stage of the program would prepare selected students for entry-level, positions or post-high school education in students' desired career areas.

PROGRAM IMPLEMENTATION

The project staff secured a total of 45 exploratory work stations from the Oak Knoll Naval Hospital and the Public Works Department of Alameda Naval Air Station for the first stage of the program.

Stage I: Career Exploration

The Career Exploration stage started in February 1972 with a full-time coordinator and one student teacher. The program coordinator is certificated by the State of California and has received intensive preparation and work experience in business education/administration. The student teacher has had 5 years of work experience in industrial arts. He was assigned as the construction/maintenance cluster teacher. In addition to her responsibility as head of the program, the coordinator took charge of the health cluster. Each teacher was responsible for classroom instruction and supervision of his or her students at various occupational sites.

Seventy 10th-graders for the program were selected by a committee consisting of: a) the program coordinator, b) a media specialist, c) a reading specialist, d) a math specialist.

The committee conducted an indepth interview with all 10th-graders who applied to participate in the program. It selected 70 students for the program on a basis of interest and demonstrated commitment to Career Cluster education. As part of the selection procedure, the principal project director sent agreement letters to parents of the students who were selected. The letter sought to obtain the approval and cooperation from parents for their child's participation in the program.

The 70 selected students were divided equally into health and construction/maintenance groups. During the first 2 weeks of the program each group spent 2 hours in Career Cluster classes for orientation. After the initial 2-week orientation each group followed its "cluster schedule." The class schedule consisted of tours, field and classroom work, and the use of guest speakers. The construction/maintenance group spent 9 and 4 hours per week for field and classroom work on construction/maintenance, respectively.

The students had their field work at the Alameda Naval Air Station and Highland and Oak Knoll Hospitals. They toured such places as Berkeley Family Planning office, Richmond Health Center, West Oakland Mental Health Center, U.C. Medical Center, Mt. Zion, and the University of California School of Optometry in Berkeley.

The students were placed with supervisors from the various occupations. For example, each of the 35 students in the construction/maintenance group was placed with a craftsman at the Alameda Naval Air Station. The students explored various occupations such as carpentry, woodworking, painting, glazing, locksmith, masonry, welding, etc.

Students in the health cluster had an opportunity to explore the various aspects of health services in the Bay Area. Specifically, they were assigned on rotational basis to explore such departments as EKG, emergency, radiology, orthopedics, dietary, medical records, etc.

The groups explored the two clusters for 8 weeks. At the beginning of the 9th week they exchanged clusters: students in construction/maintenance went into health and those in health became the construction/maintenance group. The whole cycle of practical field experience and theoretical work was then repeated.

The students in the program had two regular classrooms at McClymonds High School. One of the classrooms had different kinds of materials on careers that were used by the cluster teachers for instructional purposes. The cluster teachers used a variety of teaching strategies such as role-playing, team teaching, small group sessions, peer group teaching, and lectures.

Stage II: Career Selection

Stage II of the Career Cluster program was implemented in September 1972. The target group consists of 55 11th-graders who passed the Career Exploration course and a few other students who demonstrated special interest in the program.

The students have been divided into two groups—health and construction/maintenance—according to their interest. Those in the health services cluster have their field work at Kaiser Hospital. The students have an opportunity to observe and participate in work experience in the various departments of the hospital.

The construction/maintenance cluster group has not yet been assigned to work stations. Plans are under way to secure construction sites for this group.

The construction/maintenance group consists of 25 students. During the first semester of the 1972–73 school year the group participated in a special program designed by the coordinator and the industrial arts department of McClymonds High School. The group was divided into subgroups of four or more students. Each subgroup was attached to one of the following areas in the department: carpentry, electronics, auto mechanics, and drafting for its theoretical and practical training. The subgroups were rotated at the beginning of the 5th week of instruction. The rotation enabled all the subgroups to receive instructions in the four areas.

Each of the students in the construction/maintenance group is now pursuing an indepth study of one of the four areas he/she covered during the first semester. Two courses in industrial math and health science have been developed for students enrolled in Career Selection stage of the program. Each student in Career Selection spends 3 hours a week in either the industrial math or health science course depending upon his or her chosen cluster.

The following problems were encountered in the planning and implementation of the program.

1. Staffing

- a. Cluster teachers and coordinator could not be hired early enough to give them time for program planning. The student teacher for the construction/maintenance cluster was hired 1 week before the program was installed.
- b. A qualified teacher could not be hired to teach the health services cluster during the 1971–72 school year.
- c. Due to inadequate staffing the program coordinator was overburdened and could not devote much time and attention to serious program planning.

2. Work Stations

- a. Work stations for program students were secured late (during the second semester of the 1971–72 school year). This problem has not yet been resolved for the students in the construction/maintenance cluster.
- b. The industries tend to show reluctance to work with or train low-achievers.

3. Student Attitudes

- a. Some students exhibited poor attitudes at the occupational sites.

4. Implementation Problems

- a. Only two of the proposed six clusters could be developed and implemented during the 1971–72 school year, restricting a broad range of occupational clusters that could have been explored by the students in the program.
- b. Lack of designated classrooms for Career Cluster instruction was seen as a major problem by the coordinator.

Many of the above problems have been resolved. However there are still some critical ones such as staffing, work stations, and implementation of the remaining clusters to be resolved.

RESULTS

Data collected on the students who enrolled in the program during the 1971-72 school year showed major improvement in attendance. The class attendance rate for the students was 90.4 percent for the school year despite the fact that they had to catch the bus at 7:00 a.m. for their field work.

An evaluation report of the cluster teachers indicates that the students were satisfied with the program.

For example, 86.2 percent of the students felt that they learned more about the clusters they explored.

The students expressed their viewpoints on the program as follows:

"I have learned a lot about the parts of the body. I think the way the lungs operate is beautiful. I am determined to become a doctor."

"I think all schools should be like the Career Cluster. This should be why we come to school—to learn more about careers we might go into."

"Not many young ladies are interested in construction occupations, but I am. I like making things. I have made several things out of wood since being in the program. I just want to show those men that women are coming up and can do construction work; maybe better than them."

However, not every student in the program was satisfied with his or her experience. A few students felt they did not like "going to the hospital."

On the whole the evaluation reports from the occupational sites document success:

"The students' visit to the Field Printing Plant was beneficial to the students and to employees who were directly responsible for orientation and guided tours through all segments of the operation. The duties and responsibilities of operating the plant were explained in detail. The students showed interest in work performed, cooperation, and a willing attitude to learn. One deficiency was noticed in the program: not enough time was allotted for maximum orientation of students so as to provide total understanding of the operation."

The Career Cluster program is making an impact in the city. One of the local newspapers—*The Oak Leaf*—described it as a program that may be "one of the most beneficial innovations in vocational counseling in recent years." *The Post* described the program as "a bold experiment attempting to make education relevant to McClymonds High School."

Pre- and post-test results for students in the pro-

gram showed a .3 grade level gain in reading. The students showed a loss of .6 grade level in math.

Formal evaluation of specific objectives for the program is scheduled for June 1973.

COST ANALYSIS

The total cost of the Career Cluster program during the 1971-72 school year was \$20,035. This included \$15,856 for salary and \$4,178 for transportation cost.

Cost per pupil of the program was \$286.

Formula: Total program cost divided by number of students enrolled in program.

$$\frac{20,035}{70}$$

SUGGESTIONS FOR REPLICATION

Our experience with the Career Cluster program at McClymonds High School has convinced us of the importance of the following suggestions for successful implementation of a Career Cluster program.

1. Secure all stated number of work stations from selected industries before students are selected for the program.
2. Qualified teachers for selected clusters should be hired at least 3 months before program is implemented to allow them to develop detailed plans for field and classroom work.
3. Cluster teachers should orient student supervisors from the industries on the characteristics of the program students and the major objectives of the various stages of the program.
4. Selected students should be given intensive orientation in classroom on selected occupations for explorations.
5. Expected behavior at occupational sites should be made quite explicit to program students at the beginning of the program.
6. Efforts should be made to have fewer students (preferably one or two placed with one supervisor at the work sites).
7. Parents should be involved in the program as much as practicable.
8. Proximity of work stations to the school should be considered an important factor for selecting work stations. (It reduces transportation cost and saves valuable class time.)

PROJECT OUTREACH

Grant #OEG-0-71-3250

Sheridan School District Number Two
Sheridan, Colorado

GENERAL SETTING AND RESULTS

LOCALE

Project OUTREACH is located in the Sheridan, Colorado, School District, a lower socioeconomic area on the south edge of metropolitan Denver. Sheridan is a small district with one middle school, one high school, and four elementary schools. Both secondary schools are targets of Project OUTREACH. The target school population is 943 with 50 percent of that total belonging to families earning less than \$4,000. The community served by the Sheridan District is highly transient.

Analyses show that minority group members (Chicano, black, and American Indian) constitute approximately 30 percent of the total school-age population. Only 20 percent of the high school population, however, is from minority groups. The dropout rate for minorities is much greater than that of Anglo students.

Sheridan has good traditional schools which focus on general education and college-bound students. For the potential dropout, however, the schools are per-

ceived as irrelevant, noncaring, authoritarian, impersonal, and too strenuous. Dropouts have indicated that they feel alienated by the traditional academically centered routine, behavior and dress codes, lost human values, lack of teacher belief in the student's ability to learn, and the absence of faculty-student trust.

OVERALL RESULTS

Project OUTREACH is providing innovative, relevant programs which reach and hold potential dropouts. In 1971-72, the 1st school year of operation, Project OUTREACH evaluation results show that the dropout rate for the target high school decreased from 15 percent to 5 percent. Also significant is a decrease in the absentee rate for all students grades 7-12 from 11 percent in 1970-71 to 7 percent in 1971-72, the reduction in "D" and "F" grades from 51 percent in 1970-71 to 17 percent in 1971-72, and the marked improvement in student attitudes toward school, authority, and their environment.

COMPONENTS

Six complementary components maintain the successful thrust of Project OUTREACH. They are: 1) *the Outreach Center component*—a separate physical facility designed to meet the educational needs of school-age dropouts and selected highly-potential

dropouts; 2) *the Middle School component* and 3) *the High School component*—special programs for selected potential dropouts, grades 6 through 12; 4) *the Staff Training component*—indepth training to assist teachers and administrators to effect educa-

tional improvement; 5) *the Pupil Personnel Services component*—counseling, health, and psychological services to develop improved student self-concept; and 6) *the Project Management component*—planning, evaluation, and control of the entire program.

The terminal objective of Project OUTREACH is the reduction of the dropout rate. Four transitional or student process objectives are: 1) reduction of absenteeism; 2) student academic gain; 3) reduction of "D" and "F" grades; and 4) improvement of student attitudes. These transitional objectives are being reached through the operation of the six project components.

THE OUTREACH CENTER

Particularly important to the success of the project is the Outreach Center, a separate three-unit physical facility located on the perimeter of the Sheridan School complex. It is a self-contained environment with a school social climate having adequate holding power to attract and retain nearly 60 potential and actual dropouts. The center is a comfortable environment in which learning, social activities, and self-concepts become entities which students can be excited and positive about.

Twenty students who had dropped out of school prior to the initiation of Project OUTREACH in the summer of 1971 were recruited back to the Outreach Center by two minority student aides. All community residents aged 14 to 19 who had dropped out were eligible for enrollment in the Outreach Center.

Selection of highly potential dropout students for the Outreach Center was facilitated by the Colorado Department of Education's very accurate index of individual student dropout potential. The index, which is compiled for each district, considers such variables as: (1) low or failing grades; (2) high absenteeism; (3) nonparticipation in school activities; (4) high discipline incident record; (5) low reading ability; (6) other siblings who have dropped out of school; (7) fewer than two natural parents in the home; (8) education level of parents; and (9) lower quartile on socioeconomic scale.

The list of most highly probable dropouts, developed from the index, was reviewed by district administrators, teachers, guidance counselors, and para-professionals. Students were added to and deleted from the list, based upon the staff's current personal knowledge.

Students who were selected were recruited. Project

OUTREACH staff members interviewed the students and their parents, explained the Outreach Center program and the reasons for the students' selection. Out of 92 students originally selected and recruited, 60 opted to enroll in the Outreach Center; 32 chose to remain in the traditional permanent school system.

The Outreach Center (ORC) staff is comprised of one teacher/component coordinator, four teachers, and a classroom aide. By design, all staff except the coordinator are less than 30 years old. This energetic, young, relatively inexperienced staff, assisted by two guidance counselors, determined at the beginning of the 1st project year tentative goals for affective change which they felt would likely be critical process changes needed to meet the product goals of the project.

They settled on one goal, the generating of "internal fate control" or a feeling of confidence that one can intervene and change one's course and life outcomes, as being most critical to change. It was felt that without this conviction—which the majority of students lacked at the outset—there would be little genuine motivation for change or improvement.

They then made one further assumption that sharing decisionmaking as broadly as possible with the students, turning over to the students as much of the *responsibility* for defending the ORC as possible and giving them the *credit* for having done so would be the process most likely to generate the desired change in "fate control."

The Outreach Center objectives for 1971–72 were as follows:

- To recruit 20 dropouts, ages 14 to 19, into the Outreach Center during the school year. A minimum of 70 percent of the enrolled dropouts will remain during the school year.
- To recruit 20 junior high school and 20 senior high school hard-core potential dropouts into the Outreach Center during the school year. A minimum of 80 percent will remain in the Outreach Center program during the school year.
- To decrease the percentage of "D" and "F" grades of students in the Outreach Center by 25 percent as compared with the percentages of failing grades received by these students during their previous two semesters of attendance.
- To increase the mean percentile rank of mathematics, vocabulary, and reading comprehension by five percentile points on standardized tests for all students in the Outreach Center during the school year.
- To improve the students' attitudes toward adult

authority and toward their environment as measured by a semantic differential scale.

- To develop a series of activities which are viewed positively by at least 60 percent of the students as measured by an opinion questionnaire.

The Outreach Center environment allows the breakdown of traditional student/teacher barriers and a relaxation of stress. Relaxation of stress is particularly important since such relaxation eliminates the pressures which cause fear of failure.

Surprising response arose when the teachers first attempted to turn over areas of decisionmaking to the students which the teachers felt willing to give up. The general initial reaction of the students to this investiture of power was one of discomfort and resistance. For some time they dreaded having to make decisions, saying it was a "hassle," meaning that the process of enduring differences of opinion for a period of time prior to working out a consensus was very stressful. This suggests a possible carryover to other self-help programs where the goal is to encourage

the participants to assume both the power and the responsibility for initiating action.

Perhaps these students would have been comfortable from the outset using the power dictatorially, but they were not comfortable with the agony of differing opinions required for working out consensus decisions. Therefore, a systematic desensitization to the stress of consensus-arriving was needed to ready them for handling decisionmaking power.

Stimulation of deadened curiosity and interest in learning was initiated with a series of trips, wide course variety, and sharing of personal interests with students. Field trips exposed students to new intellectual and cultural activities, and reinforced a "learning is positive" concept.

Another technique used to ready students for academic learning was the "minicourse." In the majority of cases, the minicourses were on a concrete relevancy level that stressed the primary level performance skills of listening and speaking.

After running several of the concrete content minicourse rounds, involvement, attitudes about learning, and feeling about self changed adequately to warrant

Outreach Center—Student Objectives

<i>Objective</i>	<i>Instruments Used</i>	<i>Results</i>																														
1. The percentage of D and F grades of students in the Outreach Center will be reduced by 25% as compared with the percentages of failing grades received by those students during their previous 2 semesters of attendance.	Official School Records	1970-71—67% 1971-72—4%	Percentage of Reduction—94																													
2. The mean percentile rank of mathematics, vocabulary, and reading comprehension will be increased by 5 percentile points for all students in the Outreach Center during the school year 1971-72, as measured by administration of the Iowa Test of Educational Development or the Iowa Tests of Basic Skills during 1st and 9th months of the project year.	Iowa Tests of Educational Development and Iowa Tests of Basic Skills	MATH: N-24 <table><tr><th><i>Pre-Test</i></th><th><i>Post-Test</i></th></tr><tr><td>29%</td><td>20%</td></tr></table> READING: N-31 <table><tr><th><i>Pre-Test</i></th><th><i>Post-Test</i></th></tr><tr><td>28%</td><td>31%</td></tr></table> VOCABULARY: N-25 <table><tr><th><i>Pre-Test</i></th><th><i>Post-Test</i></th></tr><tr><td>38%</td><td>43%</td></tr></table>			<i>Pre-Test</i>	<i>Post-Test</i>	29%	20%	<i>Pre-Test</i>	<i>Post-Test</i>	28%	31%	<i>Pre-Test</i>	<i>Post-Test</i>	38%	43%																
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3. The students' attitudes toward adult authority and toward their environment will be improved by 60 percent of the Outreach Center students showing a positive gain during the 1971-72 school year as evidenced by a semantic differential scale.	Attitude Survey (Evaluator Designed)	FACTORS <table><tr><th></th><th><i>Theoretical Mean</i></th><th><i>Pre-Test Mean</i></th><th><i>Post-Test Mean</i></th></tr><tr><td>I</td><td>17.5</td><td>20.79</td><td>12.0</td></tr><tr><td>II</td><td>15.0</td><td>10.92</td><td>17.2</td></tr><tr><td>III</td><td>16.5</td><td>15.38</td><td>18.2</td></tr><tr><td>IV</td><td>5.0</td><td>3.38</td><td>7.1</td></tr><tr><td>V</td><td>7.5</td><td>5.13</td><td>10.0</td></tr><tr><td>VI</td><td>19.5</td><td>21.13</td><td>15.5</td></tr></table>				<i>Theoretical Mean</i>	<i>Pre-Test Mean</i>	<i>Post-Test Mean</i>	I	17.5	20.79	12.0	II	15.0	10.92	17.2	III	16.5	15.38	18.2	IV	5.0	3.38	7.1	V	7.5	5.13	10.0	VI	19.5	21.13	15.5
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more academic minicourses being introduced and accepted by the students.

Throughout, this minicourse structure was used as a testing ground for students testing schools, students testing self, students testing teachers, students testing peers.

As the general climate evolved into one where interpersonal student-teacher interaction and student-oriented decisionmaking resulted in an anxiety-free climate, students became committed to curriculum development. Students directly participated in developing such classes as experimental reading, speech, and personal and family budgets. Not only did the quantity of classes increase, but students demanded that more academic quality be interlaced within them. Growth in attention span and need and tolerance for academic emphasis increased.

As students increased their confidence and skill in determining and shaping their school environment, they began to develop such courses as American history, German, and general mathematics.

The Outreach Center staff determined that it was essential to eliminate traditional grading methods if the pressures and consequent fear of failure were to be reduced. Now there are no grades. A credit system, profitable for students as long as they fully attend and participate in each course, was developed by the students themselves.

Desensitization of students to authority figures was initiated with three objectives in mind. First, develop in students a positive image of authority figures. Specifically, the student should be able to talk, listen to, and work with those in authority. Second, the student should be allowed input into the decisionmaking process. Specifically, in order for the student to feel a part of the school he must play an active part in the development of the school. Third, students must be given the opportunity to become authority figures. In order for the student to become aware of the responsibilities of authority, he must have the experience of authority.

As a result of giving students an opportunity to

Outreach Center—Staff Objectives

<i>Objective</i>	<i>Instruments Used</i>	<i>Results</i>				
1. To identify and recruit 40 hard-core potential dropouts and 20 actual dropouts for school attendance at the Outreach Center.	Official Project Records	15 actual dropouts and 57 potential dropouts were enrolled in the Outreach Center.				
2. To provide a basic skills curriculum utilizing individualized programs and new ungraded material that makes sense to the students.	Evaluator Designed Rating Instrument to be administered to universal population.	0%	25%	50%	75%	100%
		1%	7%	17%	67%	6%
3. To provide a chance for students to be a part of the decisionmaking process.	" "	3%	21%	20%	52%	5%
4. To provide a vocational group guidance program.	" "	10%	30%	15%	20%	24%
5. To provide survival-in-our-society group guidance seminar classes.	" "	0%	25%	50%	75%	100%
		2%	15%	23%	53%	8%
6. To provide occupational work experience.	" "	80%	10%	5%	5%	0%
7. To provide an occupational training program.	" "	1%	20%	22%	34%	21%
8. To provide recreational and enrichment activities which will be available daily and on weekends for those students wishing to participate.	" "	2%	12%	14%	69%	3%
9. To provide a series of activities which are viewed positively by 60% of the Outreach Center students.	Evaluator Designed Check List	Activities were positively viewed by 93% of those students who completed rating instruments.				

become authority figures, the students developed an awareness of what it is like to be in authority and how to better use power and the decisionmaking process.

Increasing students' stress tolerance is an extremely important aspect of achieving readiness-to-learn. The psychology class was used to increase student stress tolerance by helping the student develop a basic understanding of defense mechanisms and of coping skills. At the conclusion of the class the student can determine how people use defense mechanisms to solve problems and why they use them. The student demonstrates the use of coping skills in problem-solving activities.

In 1971-72, the staff's expectations about student improvement in reading comprehension, vocabulary, and math were unrealistically high. It took the better part of the year to reduce student anxiety, restimulate interest in learning, and permit adequate "working through" of authority problems to the level that most students could accept learning in the basic skills areas.

Intensive learning can follow when a climate with holding power has been created, when students are ready to learn, and when students have been partially exposed to concentrated learning tasks. Primary emphasis can be shifted from intensive counseling and socialization experiences to greater academic development and remediation experiences coupled with a strong vocationally oriented aspect.

If intensive basic skills learning occurs in the Outreach Center during 1972-73 the philosophy and implementation will be unqualified successes.

COST ANALYSIS

The success variables in the Outreach Center have been the relationships between students, students and staff, and staff members and a consistently applied philosophy of education as described herein. Equipment expenditures have been negligible. The education materials budget in 1971-72 was adequate at \$5,200—and it must be remembered that the Sheridan Outreach Center started from scratch.

Outreach Center expenditures in 1971-72 totaled \$81,099—or approximately \$1,350 per student. Other school districts interested in utilizing the Outreach Center approach with dropouts and highly potential dropouts will not need to incur some of the following fixed expenses:

Leased facilities	\$12,000
Initial facility hookups	1,000
Equipment-capital outlay	6,200
	\$19,200

The following ongoing expenses more accurately reflect replication costs of approximately \$1,000 per student:

Professional salaries	\$35,000
Nonprofessional salaries	4,500
Materials and supplies	5,200
Travel, conferences, inservice	2,200
Pupil transportation and activities	4,000
Operation and maintenance of physical plant	8,000
	\$58,900

SUGGESTIONS FOR REPLICATION

Any attempt at replication of the Sheridan Outreach Center should weigh several factors carefully. If such an educational program is needed, can the instigators obtain the commitment, staff, facilities and budget necessary? Has a careful analysis of student dropout related problems been conducted? Is there a preliminary plan for long-term program direction and development?

It is imperative that the proposed program receive the complete commitment of the board of education. The board must agree not to interfere with the internal workings of the center as long as general board policy is not being violated. If there are board policies which might cause the center to operate at a disadvantage, a waiver should be obtained on those specific policies. A total commitment by administrators who might be in a position of authority over the center must also be obtained. Rules and regulations which are applicable to students in other schools in all likelihood will have to be waived in the center.

An attempt at informing the community at every stage of development may prevent community criticism and misunderstanding at a later time. If members of the community can be involved in a positive way, such as volunteer aides, activity supervisors, etc., this will aid in community relations far more than printed communications or general meetings.

When a staff is recruited for such a project, the project should be thoroughly explained with all applicants. It is critical that at least one teacher on the team have a background in learning disabilities, emo-

tionally disturbed, or experience in teaching the delinquent. Although relatively young teachers seem to be able to establish good rapport with alienated youth, it is probably a question of attitude and adaptability rather than age that is a key factor in success. The staff must be able to share responsibility and decision-making with students. A "one-up" relationship cannot exist.

Student problem identification is a necessary beginning step. Psychological, social, and academic problems must all be considered. In utilizing a psycho-educational model, initial emphasis will probably have to be placed on the psychological and social needs. As has been discussed previously, academic achievement will not occur with any degree of proficiency until a climate favorable to learning has been established.

The staff must be somewhat selective in the types of students they can accept into the program. They should arrive at clear definitions of the types they can deal with and accept only those types. The project is doomed to failure if the staff attempts to work with any and all dropouts regardless of their individual needs.

Finally, long-range planning for the project must take into consideration its ultimate goals. Is it to be a permanent alternative school for alienated youth? Is it to be a transitional school until the parent system can be altered to more effectively meet the needs of these types of students? Can it evolve into a diagnostic and prescriptive center for educationally handicapped? Long-range planning must then develop a philosophy, goals, objectives, and system of evaluation that will insure the reaching of that ultimate goal.

PROJECT MAS

More Alternatives for Students

Grant #OEG-0-71-3631

Hartford Board of Education
Hartford, Connecticut 06103

GENERAL SETTING AND RESULTS

LOCALE

Project MAS (More Alternatives for Students) is located in a Model Cities area which has the following demographic characteristics: 76 percent non-white, with 60 percent of the black and 90 percent of the Puerto Rican population having less than a high school education. The target schools for the project include Hartford Public High School (grades 9-12), Quirk Middle School (grades 7 and 8), and West Middle Elementary School (grades K-6). The target school student population is 4,900, and 60 percent of the students in the target schools come from low-income families.

THE SCHOOL SYSTEM

The total school enrollment in the city of Hartford is 28,000 as of September 1972. Employing 3,061 staff members, the Hartford school system includes three high schools (grades 9-12), two middle schools (grades 7 and 8), and 25 elementary schools. The operating budget for the 1972-73 school year is \$33,789,745 and the present cost per student is \$1,274.

SPECIAL FACTORS

The need for a high school dropout prevention program in the city of Hartford emerged when the

1970-71 school year dropout rate at Hartford Public High School increased to 12.0 percent.

A survey on dropouts revealed the following: 1) dropouts had a high absentee rate; 2) their mathematics and English scores ranged 2 or more years below grade level; 3) ethnically, minority groups made up 70 percent of the total number of dropouts; and 4) the majority of dropouts came from broken homes.

To meet the needs of these students, Project MAS was instituted in Hartford as an agency for change in methods and procedures of working with potential dropouts. The following innovations were implemented: Spanish Bilingual Program; totally individualized programs of study; no-failure system; the Saturday Reading Clinic; Continuing Education Program; Accelerated Academic Program; Summer Work-Study Program; and the District Reception Center.

SCOPE

During the 1st year (1971-72) over 300 students were directly, and 2,400 students were indirectly, affected by Project MAS activities. Now in its 2d year of operation (1972-73), Project MAS involves 350 students in various aspects of its program and indirectly affects 4,900 students in the target schools—Hartford Public High School, Quirk Middle School, and West Middle Elementary School. Within

the next 3 years, the project seeks to achieve the following objectives:

1. Eliminate the need to classify students as dropouts because of their inability to function within the target schools.
2. Create a student historical data bank that will enable school personnel to respond quickly to student characteristics which are indicative of a potential dropout.
3. Develop lines of communication which make possible the registering of legitimate concerns by parents, teachers, and students.
4. Establish within the target schools a subsystem that will serve as a model for the city of Hartford in dealing with potential dropouts.
5. Develop inservice training that enables the staffs of the target schools to develop instructional strategies that cause potential dropouts to believe in their ability to learn within their capabilities.
6. Develop within the target schools a student-oriented curriculum that strengthens a student's self-image by providing successful learning experiences so that he can feel a sense of individual worth; provide school-related activities that do not threaten his self-concept; provide opportunities for him to come into contact with an adult reality which makes demands and requires salable skills.
7. Establish a supportive service center with the necessary staff to move aggressively within and beyond the walls of the schools to remove obstacles that prevent students from securing a quality education.

To meet its objectives, the project employs a total of 26 full-time staff members and two part-time employees. The full-time staff members include the following: (1) project director, (1) project evaluator, (1) site director, (1) computer programmer, (1) computer operator, (1) assistant to evaluator, (1) secretary, (1) social worker, (1) counselor, (1) continuing

education specialist, (1) youth worker supervisor, (10) teachers, (5) paraprofessionals.

OVERALL RESULTS

Working intensively with potential dropouts, the Project MAS staff has contributed greatly to the success of the project in its 1st year. During the 1970-71 school year, the dropout rate at Hartford Public High School was 12.0 percent. This past school year, 1971-72, the dropout rate was 9.2 percent. The attendance rate last year at Hartford Public High School was 79.8 percent. This year the attendance rate was 84.2 percent, an increase of 4.4 percent. The increase in attendance rate for all the target schools was 3.3 percent. The number of suspensions in the target schools was reduced by 34.1 percent over the previous school year; and the number of major disciplinary offenses (MDO's) was reduced by 33.8 percent.

According to the 1972-73 Interim Evaluation Report of Project MAS, the project outcomes can be summarized as follows: During the period from September to December 1971, the dropout rate at Hartford Public High School was 3.8 percent. This year, during the same period of time, the dropout rate was 3.1 percent. The attendance rate last year at Hartford Public High School for the first 4 months was 85.4 percent. This year, the attendance rate for the same period has been 84.5 percent, a decrease of .9 percent. During the first 4 months of the current school year, the percentage of suspensions in the target schools is 2.7 percent higher than during the previous school year; similarly, the increase in the average number of major disciplinary offenses is .7 percent over the previous year.

It should be noted that although some objectives are not being met this year, it is too early in the school year to predict the degree of success of any given objective.

COMPONENTS

Project MAS is conceived of as a student-centered program that will influence citywide education through three primary components—Staff Development, Supportive Services, and Instruction.

STAFF DEVELOPMENT

The objective of the Staff Development component is to seek complete involvement on the part of all

school personnel in reducing the dropout rate. This component is responsible for organizing and conducting inservice training for the target schools staff who are working with potential dropouts.

Many potential dropouts exhibit little interest in the educational process and are indifferent to any teaching strategies that place demands upon them. To overcome this problem, the summer workshop sponsored by the project attempts to involve teachers in a series of activities directed toward improving their ability to cope with the problem student. Therefore, the focus of this component is to train elementary, 7th, 8th, and 9th-grade teachers in the target schools in those areas which have been identified as critical in the educational process of potential dropouts. In the 1972 summer workshop in which 30 teachers participated, the following topics were studied: 1) Achievement Motivation; 2) Individualization of Instruction; 3) Teaching Reading in the Content Areas; 4) Constructing Individual Case Studies; and 5) Classroom Climate.

SUPPORTIVE SERVICES

Directed from the project office and located at Hartford Public High School, the Supportive Services component is expected to function inside and outside the school. It complements the instructional unit, assists students in problem areas, and provides counselors and teachers with information which aids them in identifying youngsters who have problems. The staff is involved in attendance, emotional adjustment, and designing educational alternatives for students who cannot function in the regular instructional setting. The following activities are a part of the Supportive Services component:

(1) Counseling Center

The primary concern of the Counseling Center at Hartford Public High School is to assist students in school-related problems. The Counseling Center is staffed by a guidance counselor who is responsible for a total of 88 students assigned to the MAS instructional unit at Hartford Public High School. He provides the usual guidance and counseling services, such as individual and group counseling, helping students with course selection, and referral to other special service personnel—continuing education, social worker, job opportunities, etc. Through the use of individual and group contacts, cumulative records, observation, and consultation, the guidance counselor becomes familiar with student needs. As

a result, he makes use of this information in helping students, teachers, and parents in regard to future planning. In addition, he is directly responsible for establishing contact with the homes of those students identified in the instructional component.

(2) Attendance Center

The Attendance Center is staffed by a youth worker supervisor and two attendance aides, one of whom is bilingual. Housed in the Project MAS office at Hartford Public High School, the attendance staff provides services to all students in the target schools. Its primary role is to assist students in overcoming obstacles either in the community or at home which prevent them from attending school on a regular basis. Through home visits, parental conferences, agency contacts, neighborhood observations, and community meetings, the attendance staff members attempt to define and solve those problems which prevent students from attending school. Thus the attendance personnel are required to spend at least half of their time in the community. The youth worker supervisor and aides do not supplant the professional personnel in the community or school. Rather, this service increases their effectiveness by releasing them from many of the tasks that could be performed by the community youth workers.

(3) Continuing Education

The Continuing Education Center is staffed by a continuing education specialist and is located at Hartford Public High School. The primary role of the specialist is to provide and construct alternate forms of education for students referred to her. Students who have dropped out or are about to, as indicated by school leaver reports, are contacted by the continuing education specialist, and an effort is made to design an individually tailored plan of study for them in order that they may complete their high school education. This alternative has provided tutoring, continuous counseling, credit by correspondence, job opportunities, and placement in the Adult Evening School.

(4) Computer Center

The Computer Center is staffed by a computer programmer and a computer operator. The information generated by the center enables the project staff and regular school personnel to monitor a total of 4,900 students in the three target schools in terms of attendance, tardiness, and no shows. In addition, the following reports are disseminated: Principal's

Daily Census Report, Monthly Attendance and Left Report, and Marking Period Report on attendance, suspensions, and tardiness.

(5) Social Worker

The Project MAS social worker works with the professional and paraprofessional members of the project in providing for students with special needs. She observes and identifies students with emotional problems, and most of the complex problem cases are managed by the social worker. In addition to her regular duties, she has been responsible for organizing and directing the parental involvement program at Hartford Public High School.

As outlined above, the Supportive Services component serves students identified in the instructional components, grades 7, 8, and 9, at Hartford Public High School and Quirk Middle School. Furthermore, the supportive services staff serves as a clearing house for any one of the 4,900 students in the target schools who are referred to it by the principals or the Pupil Appraisal Teams. This service is rendered when the school's regular staff is unable to help the student.

INSTRUCTION

The MAS instructional component attempts to create a learning environment where success is possible for all students. At Hartford Public High School, a bilingual unit provides instruction for 90 ninth-grade Spanish-speaking students. Likewise, the English instructional cluster at Quirk Middle School provides instruction for 60 seventh and eighth-grade students who cannot function effectively in the regular school cluster. All Project MAS students receive intensive instruction in communication skills (general-English), science, mathematics, and social studies.

To be eligible for instruction in the MAS instructional units at Hartford Public High School and Quirk Middle School, the following criteria are used in selecting students for this component.

Quirk Middle School:

1. Students who were absent 20 days or more during the previous school year.
2. Students who are 2 or more years below grade level in reading.

Hartford Public High School.

1. Students who were absent 30 days or more during the previous school year.
2. Limited in ability to speak and read English.
3. Demonstrate a speaking knowledge of Spanish.

In selecting students for the MAS instructional units, the individuality of each potential dropout is taken into consideration. On the whole, he is a youngster who needs additional help in his general school adjustment. He is from 12 to 17 years old, and his intellectual abilities range from slightly below average to average. The potential dropout has not achieved according to his potential, cannot read at grade level, and academically is in the lowest quarter of his class. Coming from a low socioeconomic environment and an unstable family background, this youngster is insecure, hostile, and attention-seeking. While he might not have been in trouble with the law, he has received many school referrals for disciplinary infractions. While in school, the predropout seldom participated in extracurricular activities. This alienation tended to produce a feeling of rejection by both the school and his fellow classmates and was reflected, in turn, by a further rejecting of both the school and of himself as an individual.

Students enrolled in the MAS instructional units at Hartford Public High School and Quirk Middle School exhibit many of the characteristics described above. Consequently, certified and highly qualified teachers are selected to work with Project MAS students. The number of staff members accommodating students in the Hartford Public High School and Quirk Middle School instructional units is as follows:

Hartford Public High School:

- 1 site director (certified-MS degree)
- 4 teachers (certified-BS/MS degrees)
- 1 teacher aide (2 years of college background)
- 2 paraprofessionals (high school graduates).

Quirk Middle School:

- 4 teachers (one teacher serves as team leader in the unit)
- 2 teacher aides (high school-college background).

Following are the unique features of the MAS instructional component:

(1) Spanish Bilingual Program

The Spanish bilingual unit at Hartford Public High School was established to provide a learning environment that would enable a large number of Puerto Rican students to function in their native language while learning English. Observation of the classes has indicated that students are making good progress and are well-adjusted to the educational process. This program has succeeded in making Spanish-speaking students feel at home in what might have been an alien environment.

(2) Totally Individualized Programs of Study

In general, individual contracts are made between Project MAS students and various staff members and teachers so that a program can be designed to suit the student's individual needs. This was especially effective in mathematics and reading. As a result, the contract system has taught students to accept the responsibility of motivating themselves.

In addition, the small class size in the MAS instructional units as well as assistance of paraprofessionals in the instructional area has contributed greatly to the individualization of instruction. As a result, the general tone and instruction of the two schools have improved by removing youngsters with low absentee rates and discipline problems from the mainstream.

(3) No-Failure System

This concept attempts to reduce the hostility and frustration that many potential dropouts associated with the traditional school program. If a student does not successfully complete the course requirements or contract, he receives the grade of incomplete and is permitted to continue his work until he improves his performance and can be given a passing grade. Thus the emphasis has been on the positive aspects of the learning environment, and the constant threat of failure—the major factor in causing students to leave school—has been eliminated.

(4) Saturday Reading Clinic

In cooperation with the Reading Department of Central Connecticut State College, the Saturday Reading Clinic at Hartford Public High School provides an effective reading program to MAS-identified students. This service is made available by a group of clinicians who are graduate students enrolled in a reading course at Central Connecticut State College. Working strictly on a one-to-one basis, each clinician can develop a highly individualized reading program for the students. This activity is supervised by two professors from Central Connecticut State College.

(5) Summer Work-Study Program— Accelerated Academic Program

During the summer of 1972, a 6-week Project MAS Summer Work-Study Program was held. Courses such as ecology, auto mechanics, typing, art, and graphic arts were offered exclusively to MAS-identified students wishing to earn two additional credits—one credit for the successful completion of the "study" part of the course and another credit for

the "work" aspect of the same course. In addition to earning school credits, students received \$1.85 an hour for their on-the-job experience.

(6) District Reception Center

Before a student is enrolled into the MAS instructional units, he must go through the Reception Center where he is thoroughly tested for his IQ, achievement levels in reading and mathematics, attitude, etc. If the tests indicate that a student might have a problem, he is then referred to special service people who will attempt to help him with his problem.

For the three components to function effectively, all space requirements and facilities to be used in the instructional units at Hartford Public High School and Quirk Middle School are owned by the Hartford Board of Education. However, instructional materials and equipment as well as inservice training and rental of the MAS computer are expenditures of the project, which in its 2d year of operation is funded at a \$415,750 level.

EVALUATION RESULTS

To evaluate fully the degree of success of Project MAS activities for the period of time that the project has been in operation, it is necessary to determine the extent to which the objectives of the project are met. The objectives and the evaluation results for the 1971-72 and 1972-73 school years are reviewed below.

Project Objectives—1971-72

The major overall objectives of Project MAS were to reduce the dropout rate in grades 9-12 by at least 20 percent, to increase the attendance in all target schools by 5 percent, to reduce the number of suspensions by 30 percent, and to reduce the number of major disciplinary offenses (MDO's) by 5 percent. Project MAS further proposed to improve students' self-confidence and to raise the reading and mathematics grade levels of those students assigned to the MAS instructional units. One other key objective was to make available a set of educational alternatives for those students who could not attend classes in the regular instructional units.

Evaluation Results—1971-72

During its 1st year, 1971-72, Project MAS has met three of its four overall product objectives. The dropout rate was reduced from 12.0 percent in

1970-71 to 9.2 percent in 1971-72, a decrease of 23.3 percent. The number of suspensions, grades 1-12, was reduced from 1,607 in 1970-71 to 1,059 in 1971-72, a decrease of 34.1 percent; and the number of MDO's, grades 9-12, was reduced from 19,786 in 1970-71 to 13,092 in 1971-72, a decrease of 33.8 percent. The one overall product objective which was not met involved increasing the attendance rate for 1971-72 in the target schools by 5 percent over the 1970-71 attendance rate. At Hartford Public High School, grades 9-12, the attendance rate increased 4.4 percent, from 79.8 percent in 1970-71 to 84.2 percent in 1971-72. The attendance rate for all the target schools combined increased 3.3 percent, from 82.3 percent to 85.6 percent. During the 1971-72 school year, the Project MAS program was concerned mainly with activities at Hartford Public High School. Due to this fact and since there was already an 86 percent attendance rate at the Middle and Elementary Schools during the 1970-71 school year, it may not have been reasonable to effect a raise in these attendance rates by 5 percent. It is interesting to note that the 4.4 percent increase in attendance at Hartford Public High School is rather significant when most high schools in the country are having increasingly severe attendance problems.

Furthermore, the more-alternatives objective was met by the supportive service staff. A variety of alternatives was provided, including afternoon and evening classes, minicourses, correspondence courses, work-study programs, tutoring, and job opportunities. There was a maximum of 52 students working at one time during a 2-week pay period. The Saturday Morning Reading Clinic was a success beyond the expectation of the objective. The students assigned to the Project MAS instructional units made a gain of 1.7 grade levels in reading achievement and made mean grade level gains of .4 and .6 respectively in mathematics computation and problem-solving.

Project Objectives—1972-73

The 1972-73 major overall objectives of Project MAS are to reduce the dropout rate in grades 9-12 by at least 10 percent, to increase the attendance in all target schools by 5 percent, to reduce the number of suspensions by 20 percent, and to reduce the number of MDO's by 5 percent. Project MAS further proposes to raise the reading and mathematics grade levels of those students assigned to the MAS instructional units by 1.5 grade levels. One other key objective is to make available a set of educational alter-

natives for those students who cannot attend classes in the regular instructional units.

Interim Evaluation Results—1972-73

During the period from September to December 1971, the dropout rate at Hartford Public High School was 3.8 percent. This year, during the same period of time, the dropout rate was 3.1 percent. The attendance rate last year at Hartford Public High School for the first 4 months was 85.4 percent. This year the attendance rate for the same period of time has been 84.5 percent, a decrease of .9 percent. During the first 4 months of the current school year, the percentage of suspensions in the target schools is 2.7 percent higher than during the previous school year; similarly, the increase in the average number of MDO's is .7 percent over the previous school year. The objective to provide more alternatives is being met by the supportive services staff. A variety of alternatives have been provided, including afternoon and evening classes, minicourses, work-study programs, tutoring, and job opportunities. Presently, there are 80 students enrolled in the continuing education program. The Saturday Morning Reading Clinic provides professional tutoring on a one-to-one basis for students with serious reading difficulties.

Since the Interim Evaluation Report covers the period from September through December 1972, it is too early in the school year to predict accurately the success or failure of the 1972-73 objectives. A year's evaluation will be completed at the end of the 1972-73 school year.

The MAS Staff Development component has attempted to involve the faculties of the target schools in a dialogue centering on the creation of a learning environment where youngsters could function in a meaningful process that would enable them to cope with their reality and, in addition, to understand and to live in reality that is sometimes called the "mainstream."

In the 1972-73 project proposal we wrote, "The instructional component has been central to all project activity in that it has offered the potential dropout a learning environment where he has the opportunity to succeed at the same time that it has provided the whole school system with a model for change." The above statement represented what we perceived to be the solution to the problems faced by the potential dropout in school. In reality

- we did identify potential dropouts;
- we did set up a separate learning environment;
- we did institute a policy of no failure.

In the 1973-74 school year, we propose to establish as a first priority an educational process that: 1) accommodates the learning style of the potential drop-out, and 2) makes provisions for the wide range of achievement levels that exist in this group.

We do not believe that we can change teacher attitude or student attitude in the instructional area until we change the basic instructional process. In order to achieve this objective, we will establish in each of the target schools demonstration models that will provide instruction in mathematics and reading for over 1,000 students, grades 3-9.

The project will attempt to identify a system that:

1. Provides required and optional objectives, activities, and resources to meet the needs of all students, grades 3-9 (Spanish-speaking as well as English).
2. Allows for student self-pacing within a framework of course objectives.
3. Provides staff training for teachers in order to teach them the process by which the program functions.
4. Demonstrates that the diagnostic prescriptive

methodology permits effective individualized instruction.

5. Provides project teachers with management techniques which maximize student motivation and attendance.
6. Provides a system of evaluation so that the process can be realistically evaluated and replicated.
7. Provides sufficient personnel support, orientation, training of teachers and administrators, and effective operating procedures so that the target schools can effectively manage the conduct of the program with their ongoing programs.

Finally, during the past 2 years we have learned more about what not to do than what to do. Based on our experience, we believe that we do not need alternatives to our schools as much as we need alternative forms of the educational process presently in operation in most of our classrooms. Therefore, the focus for the 1973-74 school year will be to demonstrate that it is possible to accommodate the learning styles of our students and at the same time provide for the wide range of achievement that exists among them.

PROJECT VIII

Focus on Dropouts . . . A New Design

Grant #OEG-0-9-270001-3417

Paducah Independent Schools
Paducah, Kentucky 42001

GENERAL SETTING AND RESULTS

LOCALE

Paducah is located in western Kentucky on the southern bank of the Ohio and Tennessee Rivers, 30 miles above the confluence of the Ohio and Mississippi Rivers. Paducah, with a population of 31,627, is one of the State's major cities and is the county seat of McCracken County. Paducah has an active urban renewal plan and has been outstandingly successful in the various steps toward complete desegregation of public facilities and school programs.

Paducah Public Schools have an enrollment of 5,483, of which 73.4 percent are white and 26.6 percent are black, and 28.9 percent are from families with annual incomes of \$3,000 or less.

Louisville is the largest city in Kentucky, with a population of 389,044. The city is located in the north central part of the State on the Ohio River, which forms the northern border of Kentucky.

THE SCHOOL SYSTEM

The Louisville School District has an enrollment of 45,570 students; 49.7 percent are white and 50.3 percent are black and 34.3 percent are from families with annual income of \$3,000 or less.

Project VIII began as a pilot project at the junior high level in Paducah in the school year 1968-69. With the ESEA title VIII funding in 1969, the program was expanded and operated as a consortium

involving the Paducah Public Schools, Louisville Public Schools, University of Louisville, and Murray State University for 2 years. The target schools in Paducah were Tilgham High, Jetton Junior High, and Whiteside, Clay, Cooper, and Northside Elementary Schools. The target schools in Louisville were Male High, Manley Junior High, and Tingley Elementary. After 2 years the program in Louisville was moved to Shawnee Junior and Senior High Schools and Spalding College worked with these schools. In 1972, Indiana University started working with the Shawnee Schools and became a part of the consortium.

The following criteria were used for selecting the students for the program:

- Attendance—absent 10 days or more the previous year or 20 days over a 2-year period.
- Achievement—at least 2 years below grade placement in reading or math.
- Behavior—found to be isolated on a sociometric measure.
- Use drugs so frequently that educational progress is impeded.

The overall objectives of Project VIII are:

- To reduce the dropout rate
- To reduce discipline referrals
- To reduce suspensions
- To increase attendance
- To increase achievement in reading and math
- To increase the students' self-concept.

OVERALL RESULTS

The overall results of Project VIII in Paducah are:

- The dropout rate has been decreased 25.7 percent in the 3-year period, 1969–70 through 1971–72.
- Discipline referrals have been reduced but of more consequence is the fact that the nature of the referrals and the way they are handled have changed. A smaller number of students are referred to the office and more attention is given to the cause of the misbehavior. There were only seven suspensions at the junior high in 1971–72.

- Attendance is at an acceptable level, 94 percent.
- In the junior high 80 percent showed a gain in reading and 93 percent showed a gain in math.
- 40 percent showed a gain of 1.3 grade levels or more in reading.
- 55 percent showed a gain of 1.3 grade levels or more in math.
- In the senior high 73 percent showed a gain in reading and 65 percent showed a gain in math.
- 32 percent showed a gain of 1.3 grade levels or more in reading.
- 29 percent showed a gain of 1.3 grade levels or more in math.

COMPONENTS

STAFF DEVELOPMENT

The Staff Development component provides extensive training for target area staff members who are working with students with high dropout potential.

NEEDS ASSESSMENT

Training for staff originally began with the Paducah Pilot Professional Improvement inaugurated in 1967–68 with the assistance of funds from ESEA title III. Research data gathered from professional sources indicated “interaction with others” as the greatest weakness of all levels of our school system. Based on the belief that before free and open communication can become a part of a total organization, the administrative staff must first be trained in techniques that will make them more communicative, a program of training was developed and implemented for the administrative staff.

In 1968 an innovative behavioral-science-oriented program aimed at the personal, social, and educational rehabilitation of 150 junior high pupils, whose previous school record of failure and frustration had indicated high dropout potential, was implemented as a pilot program in Paducah schools. The program reflected a belief that traditional classroom curriculum, classroom procedures, and relationships between teachers and pupils had not been effective when pupils’ background, values, attitudes, and goals were inconsistent with those of the school. To effectively implement the new type of program, the project personnel needed an exposure to some of the new edu-

cational processes such as interaction analysis skills, micro-teaching, educational game theory, and human relations training. The Professional Improvement staff and a steering committee composed of teachers, principals, supervisors, and Murray State University personnel developed a training program for the project staff to equip them with the skills and knowledge essential for effective implementation of the program.

In 1969 Project VIII—Focus on Dropouts was approved for funding by the USOE. It is now in its 4th year of operation. The key ingredient of the project is the Staff Development component.

The philosophy of Project VIII was to meet the needs of the large segment of students who could not find success in the schools as they were then set up. To fulfill this objective, the schools needed to change. When students are frustrated, the teachers are equally frustrated. For a school to change, the teachers must change. Based on this philosophy the training in the first 2 years of program operation was designed to emphasize the affective areas and provide processes for classroom teachers to improve teachers’ attitudes toward the disadvantaged youth and provide new teaching skills for building pupil self-concept.

The inservice training program during this period was developed after the following: involving all target area teachers in discussion groups, studying the student disciplinary files to determine types of misbehavior and how the problems were handled, conducting student discussion groups, meeting with administrative staff, and previewing and reading pertinent professional writing and research related to target area schools and students. Each succeeding year

the inservice training has been based on: needs expressed by teachers and principals, data on student feedback instruments, reports of consultants, conferences with Murray State staff, and new developments in curriculum for students.

When communication between teachers and students increased, teachers became more aware of individual needs. They found that commercial programs and materials did not always meet the needs of their students. The teachers started writing their own learning packets. They have been provided with workshops and consultant services to help them develop and implement new curriculums.

RATIONALE

Evidence ranging from such studies as Jonathan Kozol's *Death at an Early Age*, Fantini and Weinstein's *The Disadvantaged*, William Glasser's *Schools Without Failure*, and Robert Carkhuff's *The Art of Helping*, to the appalling statistics of the failure of children in inner city schools suggests that new teacher training strategies and experiences are imperative. The staff development program is designed for the areas of (1) human relations and (2) content and methods. Experience in working with the potential dropout shows these competencies are interdependent and cumulative:

- mastery of content knowledge producing subject matter competency
- mastery of content knowledge plus behavioral skills producing presentation competency
- mastery of content knowledge plus human relations skills producing decisionmaking competencies.

The component operates on the philosophy that there must be a blending of the cognitive and affective domain in order to develop a curriculum that is relevant to the learner. Research dealing with many recent programs aimed at attacking the learning difficulties of disadvantaged pupils shows that despite changes in school facilities, reduced pupil-teacher ratios, the addition of counselors and other specialized personnel, and an enriched level of instructional materials, pupils' negative attitudes toward the schools changed very little. Consequently, their achievement showed little improvement. The rationale of this component, based on conclusions of these research studies, is that until the interpersonal behavior of teachers changes to provide a more positive, warm, and reinforcing climate, other changes in the

educational format will not be perceived advantageously by the learner.

OBJECTIVES

The major goals of the staff development component are to provide training opportunities designed to help:

- the instructional staff provide a classroom atmosphere that reflects stimulation, encouragement, flexibility, and relevant instructional activities. (Measured by the "Style of Teaching" inventory by William Rogge.)
- the social studies/language arts teachers of the identified students establish an atmosphere in the classroom which fosters a spirit of inquiry by using the levels of questioning and accepting ideas of students. (Measured by Flanders' Interaction Analysis Categories and feedback on audiotapes of questioning in classroom.)
- the teachers of math, English, social studies, and reading to develop and implement individualized learning packets.
- the instructional staff and counselors to attain and maintain at least a "3" level "a la Carkhuff" of facilitation in problem-solving interaction. (Measured by ratings of audiotapes, written responses to stimuli, and student survey questionnaire.)

PLANNING AND STAFF

The staff development component is designed to give intensive training and support to:

- 25 high school staff members
- 22 junior high staff members
- 5 administrative staff members.

The criteria for selecting participants are:

- teachers working directly with identified students
- teachers writing curriculum for identified students
- teachers who will teach identified students in 1973-74
- administrative and supervisory personnel who have responsibilities to identified students.

Through the services of this component approximately 2,000 students are being benefited. One person is employed half time as coordinator of staff development. He is responsible for coordinating inservice training prior to the opening of school and

for ongoing followup inservice. He coordinates all Project VIII inservice training with curriculum coordinator, principals, consultants, and project director. He has had 4 years' experience in working with teachers in cognitive and affective areas and is an 11-month employee.

Dr. Donald Hunter, Murray State University, and Dr. Garth Petrie, consultants, provide assistance for the teachers in the areas of content and methods. They conduct summer workshops and work during the year in a followup program with the teachers.

Dr. Don Rye and Dr. Bill Emener, Murray State University, work with personnel in the area of human relations. They conduct summer workshops in Systematic Human Relations and spend 1 day a week in a followup program with the staff. They were trained to use the Carkhuff Model of Systematic Human Relations by Dr. George Gazda and associates from the University of Georgia.

FACILITIES, MATERIALS, AND EQUIPMENT

The facilities for the Staff Development component include the buildings housing the target schools owned by the Paducah Board of Education. On-the-job training takes place in the school in which a particular teacher is teaching. Off-site locations, such as State park facilities, are used for human relations workshops.

A tape recorder is needed for each teacher participating in on-the-job training. Other equipment includes tapes, film projector, filmstrip machine, overhead projector, and record-player.

Money is budgeted for materials, including training books, manuals, supplies, mimeograph paper, stencils, professional books, and magazines.

ACTIVITIES AND PROCESS

The training design for 1972-73 consists of a number of activities such as:

- learning to write objectives in terms of behavioral outcome
- training in concept development and curriculum building
- training in the use of technical skills of teaching such as the skill of questioning
- training in the use of human relations skills
- building a model of inquiry into one's own teaching

—evaluating change in relation to improved student learning.

A 5-week Curriculum Writing Workshop was held in Paducah during the summer (1972) for the junior high and senior high teachers. Teachers received college credit for the workshop and \$3 an hour for time spent writing individual learning packets for identified students. The participants were involved in an organizational meeting to revise objectives and to plan the kinds of activities they felt would meet the needs of their students who were identified during the late spring and early summer. Each teacher wrote his own contract of study for the course.

Dr. Hunter and Dr. Petrie conducted the Curriculum Workshop, working during the school year with the staff in followup activities, which include helping to implement, critique, and revise the learning packets. They are conducting workshops on questioning skills and interaction analysis and periodically observing teachers in the classrooms and giving feedback. Each teacher, at least monthly, records a class session on audiotape. The curriculum coordinator or staff development coordinator collects and tallies each tape using Flanders' Interaction Analysis categories. Data are analyzed from computer printout of tallies as to the pattern of inquiry for each teacher. Level of questioning and strategies used are recorded on feedback form and shared with each teacher.

The philosophy of this program of inservice education is based on a belief in the freedom of the individual to examine himself, to become committed on a personal basis and, if he finds his classroom behavior inconsistent with his objectives, to change.

One of the important phases of the program is the self-assessment seminar in which the teachers in the program examine their own teaching style. With support of staff members, the teachers are free to try new or different methods and behavior in the classroom.

A 5-day workshop in Advanced Transactional Analysis was conducted by Dr. Arnold Nakajima in July 1972. The objectives were: to provide the staff a learning experience for better understanding and acceptance of self; to build a community of trust; to share personal concerns and ways to be more effective in personal and group relationships and communications; to learn to be responsible for one's self and one's own actions, and to give participants an opportunity to learn new techniques to use in their respective schools.

A 5-day workshop was offered in August 1972 on Systematic Human Relations. The objective was to give the teachers and counselors additional training

in the skills needed to conduct classroom meetings or discussion groups in which the teachers lead a whole class in nonjudgmental discussions about what is important and relevant to them. Such meetings are a part of the regular school curriculum. The workshop also provided additional training in the helping relationship skills. Dr. Don Rye and Dr. Bill Emener of Murray State University and Dr. Tom Porter and Dr. Dick Jones of the University of Georgia conducted the workshop, offered on three levels.

Dr. Rye and Dr. Emener are available weekly in each school for followup activities which include staff meetings, classroom observation and feedback, conducting discussions in classrooms, counseling with students, and one-to-one conferences with staff. They conduct workshops for staff members requesting additional training in Systematic Human Relations and Glasser classroom meetings on released time. At least once a month the teachers and counselors tape a problem-solving interaction with students. The responses are scored by raters. A mean score is tabulated for each participant on his level of facilitation, "a la Carkhuff" rating. Three times a year students answer a questionnaire as to their perception of the staff member as a facilitating person.

The staff gives written responses to three stimuli. Raters rate the responses according to the Carkhuff Model. Twice a year, "The Style of Teaching" inventory is administered by the teachers of the identified students. These instruments measure the classroom atmosphere in the areas of stimulation, encouragement and flexibility, and relevant instructional activities.

In addition to the Project VIII inservice training, the staff members have attended conferences and workshops such as International and State Reading Association Conferences, and Individualized Education Workshops conducted by Educational Consulting Associates.

The staff members have been involved in curriculum workshops sponsored by the school system in the following areas: individually prescribed instruction math, environmental education, science, reading, and social studies.

PROBLEMS AND SOLUTIONS

The responsibility of innovative staff development consists of awakening teacher and administrator interest in growth, awareness, and avenues of change. The main obstacles to the program have been attitudinal. Often there has been resistance to overcome.

There were sensitivities which got in the way. To recognize the affective elements and to cope with them, human relations training workshops and consultants have been utilized. In the past 2 years, reinforcement and followup experiences provided an ongoing program for the staff rather than graduating them from inservice workshops. Recognizing from the beginning that the new behaviors required of the Project VIII staff and the extensive training planned to bring about change could encounter staff resistance, the following modified principles developed by Goodwin Watson in Concepts for Social Change were considered in development processes.

Resistance will be less if:

- Administrators and teachers feel that the program is their own.
- The program clearly has wholehearted support from top officials of the system.
- Participants see the change as reducing rather than increasing their present burdens.
- The program accords with values and ideals which have long been acknowledged by participants.
- The program offers the kind of new experience which interests participants.
- Participants feel that their autonomy and their security are not threatened.
- Participants have joined in diagnostic efforts leading them to agree on the basic problem and to feel its importance.
- The program is adopted by consensual group decision.
- Proponents are able to empathize with opponents, to recognize valid objections, and to take steps to relieve unnecessary fears.
- Participants experience acceptance, support, trust, and confidence in their relations with one another.
- The program is kept open to revision and reconsideration if experience indicates that changes would be desirable.

A secondary problem has existed due to change of the superintendent, high school principal, and teaching staff. Open communication, acceptance, support, trust, and confidence in the relationships of persons involved have been key factors in a continuing successful program. The board of education and the administration have provided the staff with opportunity and support to study systematically and to plan and implement the Staff Development component.

RESULTS

The instruments used to measure the effectiveness of the inservice training with the teachers are:

- (1) "Style of Teaching" inventory by William Rogge. This instrument measures classroom atmosphere by showing the level of proficiency in stimulation, flexibility, and encouragement on a scale of 3.00.
- (2) "How I See Myself," a self-concept scale by Ira Gordon. This instrument measures the individual student's self-concept in 12 areas: teacher-school, physical appearance, interpersonal adequacy, autonomy, academic adequacy, physical adequacy, emotions, girls-social, boys-social, peers, language adequacy, body build, and the overall self-image.

The evaluation data for 1969-70 on the "Style of Teaching" reveal that the teachers in the inservice training sessions (overall mean) became less stimulating, less encouraging, and showed no change in flexibility. The teachers in the intensive units of Project VIII who had additional training in human relations became more stimulating, more flexible, and more encouraging.

The evaluation data for October 1972 show that the teachers in the junior high inservice program which has operated consistently for 4 years have a higher level of proficiency in all three areas.

In the senior high, where the teachers volunteered to work in Project VIII, the only significant difference between the teachers in the inservice program and those who are not is in the area of encouragement. Those in the inservice program scored higher in this area.

It was anticipated that the improved classroom atmosphere and relevant curriculums would enhance the self-concept of the students.

Evaluation data on "How I See Myself," a self-concept scale in the junior high school where data have been collected each year since 1969, show a strong and meaningful increase in self-concept for the entire student body for the year 1971-72 as compared to 1969-70. The full impact of the inservice training and innovative changes in curriculum and process that have been implemented during the past 3 years are reflected in the improved self-concept of the student body.

COST ANALYSIS

The staff development component budget for 1972-73 is as follows:

—Staff coordinator's salary	\$10,985
—Contracted services, pre- and inservice training	22,550
—Materials and supplies	2,580
—Consultants' travel	1,740
—Equipment cost for a beginning training program would be approximately	\$1,800.

SUGGESTIONS FOR REPLICATION

While the board of education and the superintendent must support the program, the principal is the key figure in a teacher inservice training program. The principal's sensitivity in hiring new teachers, encouragement and stimulation for change and growth, and honest acceptance of the right to fail and try again are essential to success. A school which plans to implement a significant inservice program should have a principal who is interested in new ideas and methods worked out by the teachers, will visit classrooms, and serves as a clearing house for ideas and methods for improving the educational program. He has to work out details for scheduling and substitution to allow for on-the-job inservice activities. The principal and the inservice staff must have a good working relationship so they can keep tabs on the progress of training, coordinate requests for resources, and modify the program as the need arises.

Productivity of a staff development program is affected by those who participate. They should be capable of continuous change, continuous renewal, and continuous responsiveness to the needs of students from different backgrounds, with a variety of weaknesses as well as talents.

The events and activities of inservice should:

- be designed in view of future needs, not just for past or present problems.
- free educators to think creatively and move in new directions.
- encourage educators to question the basic assumptions under which educational systems operate.
- encourage teachers and administrators to question their own basic values, attitudes, behaviors, and strategies.
- encourage educators to think of alternatives to traditional curriculum offerings and models.

- aim more at changing systems than individual teachers. (Administrators need to grow and change as well as the teacher to provide the supportive structures which redefined behaviors will necessitate.)
- be concerned with interpersonal relationships and human relations skills.

- apply the latest research in learning theory and education to its own program.
- be made relevant by individualization and involvement of participants in planning and execution.
- be self-critical and provide for its own evaluation.

JETTON JUNIOR HIGH SCHOOL

The junior high component of the Paducah Project VIII program originated in 1968. Its goal was to establish a humanistic curriculum aimed at the personal, social, and educational rehabilitation of 150 pupils whose previous school record of failure and frustration indicated high dropout potential.

The entire river front portion of Paducah is served by one junior high school, Jetton. The areas along the river front, which are the older parts of the community, are now largely inhabited by lower socioeconomic white and black families. The population of Jetton is approximately 40 percent black and 60 percent white. About one-half of Jetton's students receive free lunches.

These factors, combined with an "inner-city" environment, had created an atmosphere of poor self-concept among many of the students. Approximately 85 percent of all dropouts in the Paducah school system lived in the Jetton area.

The junior high component has used the resources provided by the three components of (I) Instruction, (II) Staff Development, and (III) Student Services to reshape its curriculum and redirect its efforts to assist students in developing a positive self-image. Component I provides personalized instruction in reading, English, social studies, use of the media center, and communications skills. Component II provides inservice training for teachers and counselors in problem-solving techniques and curriculum writing. Component III provides student services for identified potential dropouts on psychological services, counseling, health, and basic material (clothing) provisions.

The major objectives of the junior high component are to reduce the dropout rate, increase reading and math achievement, increase attendance, improve the student's self-concept, and decrease discipline referrals and suspensions. At Jetton Junior High, the program involves 150 students in grades 7, 8, and 9 out of a total school population of 665.

Originally the program segregated designated students for a portion of the day for special instruction. The negative feeling created by a separate treatment of students plus the separation of staff members into two distinct camps brought about revisions in this approach.

By concentrating on staff development and using the humanistic approach developed by Carl Rogers, Maslow, Carkhuff, Otto, etc. to look at self and relationships with others, plus an emphasis on meeting the basic physical, emotional, and material needs of identified students, the objectives for the overall junior high component have generally been met. This approach has also dramatically changed the atmosphere of the total school environment.

Jetton's Project VIII program at first wrestled (and still does somewhat) with the handicap of attempting to create a more humane school program by having to evaluate it largely in behavioral terms. Instruments are available for measuring affective growth, but even the best ones are not highly reliable and valid for specific affective behavioral objectives.

Jetton has continually encountered the problem, expressed by Arthur Combs, of having conceived of the problems of motivation and learning in the stimulus-response conception. In this view, motivation is seen as a manipulation of the stimulus by an outsider and learning is seen as change in behavior usually accomplished by management techniques manipulating the stimulus and/or controlling the response.

As a consequence of humanistic approaches to psychological thought, we are beginning to understand learning in more holistic terms as a problem in the discovery of personal meaning. Any information will have an effect upon the behavior of an individual only to the degree to which he has discovered the personal meaning of that information for him. This principle means that learning happens inside people. It is a subjective experience. The behavior observed

is only a symptom of what goes on within the individual. An educational system exclusively preoccupied with behavior and behavior-change deals with symptoms and is likely to be no more effective than the doctor who only treats symptoms without ever dealing with the causes.

This new concept of learning emphasizes the absolutely crucial character of the student's self-concept. We now understand that an individual's self-concept determines his behavior in almost everything he does. It also affects his intelligence, for people who believe they are able will try, and those who believe they are unable will not. The self-concept, however, is learned from the feedback we get from the people who surround us in the processes of growing up.

If learning is a problem in personal discovery, its achievement is brought about through affective problem-solving. This means that classrooms must challenge students without threatening them. When people feel threatened, they are turned off. Threat has the effect of narrowing perception and forcing self-defense, neither of which characteristics are conducive to the goals of education. Challenge, on the other hand, encourages and facilitates the process of learning.

With this concept as a guide, Jetton is working to enhance the self-image of students and teachers by the redirection of our student services: (1) to initiate student, teacher, and parent contacts; (2) to involve every student with at least one group during the school day; (3) to create exploratory courses, where youngsters are encouraged to sample content with no pressure for grades or commitment to indepth study; (4) to create a media center where students can explore and inquire into areas of curiosity, social, or academic interest; (5) to create classes to establish or refine basic communication skills for all students with relevant media (television, journalism, rap group), that remove threat and build confidence in organization and techniques used in expression; (6)

to provide basic medical, material, and psychological services; and (7) to assist in the removal of fundamental hurdles to their reaching a door leading to their positive self-image and basic education.

Our counselors and social worker are now working on a preventative approach to student services. Counselors are going into classrooms and homes to observe and assist teachers, students, and parents in solving individual and class problems. We also schedule students into human development classes (rap sessions) as a regular part of their schedule.

The Jetton Project VIII staff consists of two classroom teachers, two counselors, a curriculum coordinator, a social worker, a nurse, four teachers' aides, and a secretary. The original staff development component concentrated on teachers who taught the segregated identified students only. With the revision of our proposal, we have dispersed students throughout the curriculum, wherever they can find success, and exposed our entire staff to opportunities for training in problem-solving and communications skills. We followed the revision last summer with two curriculum writing workshops that enabled teachers to write teaching units that dealt with specific student weaknesses in all phases of our curriculum.

We have concentrated a lot of our energy and money on audiovisual equipment and materials. We've found that students are at ease with this type of material rather than printed material, and this has been a big factor in attaining a positive self-image and academic progress.

We are currently using the entire physical plant of Jetton to serve our student body. The part that once housed the segregated Project VIII program contains our English department. The remodeling done for the original project is a positive influence on the physical environment of our school but would not be a necessity to implement the program we are designing.

PADUCAH TILGHMAN HIGH SCHOOL SCHOOL-WITHIN-A-SCHOOL

Paducah Tilghman High School has an outstanding educational tradition of which to be proud—well-qualified and dedicated teachers, progressive administration, an enlightened board of education, high

academic standards, more than its share of Merit Scholars, and a better-than-average proportion of graduates entering college.

On the other hand, Tilghman could not close its

eyes to the growing number of students who would not or could not fit into the curriculum, and who were failing courses and dropping out of school.

Four years ago the teachers and administration at Paducah Tilghman High School made a thorough examination of the education program to determine why there was a high rate of failure and dropouts. Some of the findings were:

- The curriculum was textbook-oriented with emphasis on program and not student.
- More emphasis was placed on college-bound students.
- Textbooks and other instructional materials were geared to grade level.
- Evaluation was general and applied to all students enrolled in a course regardless of their ability.
- Little attempt was being made to meet intellectual and emotional needs of the slow learner.
- The economically deprived student enrollment had increased significantly to 25 percent.
- 25 percent of the students enrolled were achieving below ninth-grade averages in math or English.
- Many students dropped out of school between grades 7 and 12.
- 42 percent of all social studies students were making grades of "D" and "F" and 32 percent of all English students made similar grades.
- Teachers were trained to teach high school subjects, yet 25 percent of the students enrolled were achieving below ninth-grade averages in math and English.

The data were analyzed and the following conclusions were made:

- 80 percent or more of all dropouts could be characterized as slow learners.
- Few courses or instructional materials were designed for the slow learner.
- Few if any teachers desired to teach the slow learner.
- A significant change in curriculum and teaching techniques must be made if the dropout and failure rate were to decline to a significant degree.

SCHOOL-WITHIN-A-SCHOOL

In order to make provisions for the students who were left out of the existing program, the Tilghman staff organized a School-Within-a-School. This pro-

gram, which operated within the existing school structure, is an inseparable part of the total school program.

The School-Within-a-School program involves about 25 percent of the 1,400-member student body on a full or part-time basis.

Students enrolled in the School-Within-a-School are those who have had difficulty achieving in regular high school courses, or who had attendance problems or other problems which might cause them to be potential dropouts. The students might enroll for one or more classes or be assigned for guidance and counseling, personal needs, or health services.

In either or all cases, students are identified for administration purposes only and are unaware of the special provisions in the School-Within-a-School program except in the curriculum area. Students register for their own courses; therefore, they know when they are selecting courses that are taught at a lower level than high-school grade level.

SELECTING AND TRAINING STAFF

The key to the School-Within-a-School success was the selecting and training of the teaching staff members and their ability to write courses relevant to the needs of the students.

Teacher selectivity was based on:

- Strong interest and motivation in teaching students with learning problems and low achievement.
- Willingness to commit self to training in areas of instruction for the slow learner, and in human behavior.
- Personal qualities of empathy, openness, and compassion as judged by the administration.

TEACHERS WRITE OWN COURSES

In order to evaluate the kind and degree of student behavior the School-Within-a-School hoped to achieve, the teachers found it necessary to adopt a style for writing lesson units. After examining existing alternatives, the staff thought the behaviorally oriented lessons offered the best opportunity for student-teacher success. All courses were written with the following format: concepts, behavioral objectives, pre-assessment, learning activities, and post-evaluation.

In addition to training received at the college and university level and special curriculum writing work-

shops, the staff received training in the following areas of the behavioral sciences and humanistic psychology:

- Interaction Analysis
- Human Potential Seminars
- Values Clarification
- Questioning Techniques
- The Glasser Model.

All teacher aides received training appropriate for their assigned duties.

GUIDANCE IN THE SCHOOL-WITHIN-A-SCHOOL

Students who use the School-Within-a-School guidance services through individual or group counseling are helped to develop a more positive self-image, a more positive attitude toward school, and a better understanding of self.

Counselors make home visits when necessary to improve relations between the student's home and his school life.

Students enrolled in the School-Within-a-School program receive assistance in the area of personal needs, including free or reduced-cost breakfast and lunch, school supplies, clothing, instructional fees, medical and dental help, and rehabilitation counseling and service.

PLANNING AND IMPLEMENTATION OF THE SCHOOL-WITHIN-A-SCHOOL

A student enrolled in a math, English, science or United States history course and scheduled for instruction at Level I is a target student.

A student enrolled in the School-Within-a-School may be characterized as usually:

- pessimistic
- does not try toward school achievement
- has a history of low academic grades
- demonstrates "show off" tendencies
- has a high rate of absenteeism
- sets low goals, if any
- demonstrates low achievement as measured by standardized tests, 2 or more years behind his grade level
- has a low self-concept
- has high potential as a dropout
- is more economically deprived than other students
- has low motivation for school

- has more conflict with authority than other students
- has difficulty in expressing himself, especially when asked for a written expression.

Three hundred fifty-seven students from grades 10, 11, and 12 are enrolled for one or more classes in the program. Total staff consists of:

Instructional Staff

- 4 English teachers
- 1 reading specialist
- 2 science teachers
- 2 social studies teachers
- 3 math teachers
- 2 instructional aides

Support Staff

- 1 guidance counselor
- 1 home-school coordinator
- 1 guidance secretary
- 1 nurse (half-time)
- 1 guidance aide (half-time)
- 1 registered nurse (half-time)
- 1 nurse's aide (half-time)
- 1 special-personal needs counselor

Consultant Staff

- 1 human relations consultant
- 1 curriculum and staff development consultant.

The School-Within-a-School is supported by the Support Staff from the total school organization.

All certified staff assigned to the School-Within-a-School have been trained in colleges and universities which offer degrees in secondary education. They all have a bachelor's or master's degree and are certified in their respective areas by the State Department of Education.

The School-Within-a-School is an inseparable part of the total school program. It makes up about 25 percent of the student body on a full- or part-time basis. About 25 percent of the total teaching staff are assigned to teach English, math, science, and social studies in the School-Within-a-School. Teachers may teach on a full- or part-time basis.

The facilities consist of classrooms, office space, and other regular facilities in a traditional high school building. The building accommodates about 1,350 students.

The equipment used in the School-Within-a-School is the same as used in the total school program. It consists of regular classroom furniture, television sets, record player, tape recorders, reading machines, filmstrip projectors, 16mm projectors, microfilm

readers, and numerous maps, charts, tapes, films, filmstrips, etc.

Materials used in the School-Within-a-School consist of teacher-written courses, textbooks, supplementary books, and instructional materials (commercial).

Implementation of the School-Within-a-School program was done with no special problems. This program was designed to improve a phase of the total school program which had already been designated as an instructional level. Students had selected courses as a regular part of the total registration process. No special activities were needed and no problems were encountered as a direct result of implementing the program.

SUGGESTIONS FOR REPLICATION

Since the School-Within-a-School is an inseparable part of the total school program the major additional cost is in the area of personnel. Three classroom teachers, one reading specialist, two guidance counselors, one half-time nurse, one half-time nurse's aide, one half-time aide to the guidance counselors, and two instructional aides make up the additional staff which has been assigned over and above the regular staff allotment through title VIII.

Also, additional funds would be required of approximately \$17,000 for:

Personal needs	\$2,000
Inservice training	\$7,000
Instructional equipment	\$2,000
Instructional materials	\$3,000
Medical and dental care (in addition to regular school program)	\$3,000

Tilghman staff feels, however, that this additional cost is minimal when compared to the results being produced. Although the program could be carried on without additional funds, certain student services would have to be reduced but not totally eliminated.

OFF-SITE PRESENTATION

The following is currently being done effectively:

- Definition of the Tilghman concept of the School-Within-a-School
- Presentation of the historical background of the Tilghman community, curriculum, and student body
- Presentation of the results of an evaluation of the curriculum, the student body, instructional ma-

terials, academic grades earned by students, and the progress of students toward graduation in the 1969-70 school year

- Presentations of why and how the School-Within-a-School program was organized
- Presentation on how the School-Within-a-School is an inseparable part of the total school program
- Presentation on how students are scheduled for classes in the School-Within-a-School
- Presentation on the special staff training for teachers who elect to teach full- or part-time in the School-Within-a-School
- Presentation on the progress and accomplishments of this program.

ORGANIZATION OF THE TILGHMAN SCHOOL-WITHIN-A-SCHOOL

The Tilghman School-Within-a-School is a vital and inseparable part of the total school program. To understand this program one must have a basic understanding of the organization of the total school for instructional and curriculum purposes.

Most courses offered at Tilghman consist of three instructional levels. Also, a work-study program for special education students, usually defined as a program for the educable mentally retarded, is a part of the total school program. The division of courses into this instructional pattern serves three basic needs:

- Instructional provisions are made which provide for individual differences among students
- Instructional provisions are made which provide for differences with the individual student
- Staff utilization and staff selection are more effective.

Total School Organization

- 1 principal
- 1 assistant principal for business affairs, athletics, and supervision
- 1 assistant principal for curriculum development, staff development, instruction, and supervision
- 1 dean for girls
- 1 dean for boys
- 1 director of guidance and counseling
- 1 home-school coordinator
- 1 coordinator for special needs (food, clothing, rehabilitation, and instructional materials)
- 4 guidance counselors

- 4 instructional aides
- 5 secretaries
- 1 director for the Instructional Materials Center
- 2 professional instructional materials specialists
- 1 bookkeeper
- 1 secretary to the Pupil Personnel Services Department
- 1 secretary to the director of the Instruction Materials Center
- 3 secretaries to the administrative staff
- 1 aide to coordinate correspondence between the Guidance and Counseling Department and the office of the dean for boys and the dean for girls
- 1 nurse

- 1 nurse's aide
 - 3 instructional aides
 - 1 reading specialist
 - 1 teacher coordinator for special education.
- As mentioned earlier, the instructional program is divided into three components:

Special Education

- 1 teacher-coordinator
- 1 teacher-work study coordinator
- 3 special education classroom teachers

Instructional Level I

- 16 classroom teachers
- 2 instructional aides

Instructional Levels II and III

- 65 classroom teachers.

PROJECT KAPS

Keeping All Pupils in School

Grant #OEG-0-9-300318-3419

Baltimore City Public Schools
Baltimore, Maryland 21218

TELE-SCHOOL PROGRAM

One of the most successful experiments in Project KAPS is Tele-School, a work-study plan which involves twenty-five 12th-grade students at Dunbar Community High School and the Chesapeake and Potomac Telephone Company (C and P).

Of prime importance to the inception of such a program is the initial contact between the project director and the company with whom the agreement is to be made. The contact person should be in such a position that he has the authority to judge its merits, evaluate the possibilities and the many beneficial results that could accrue to both the company and the community, and recommend its implementation. It is therefore of utmost importance that the project director or someone of comparable status make the first overture to any company, so that the plan begins on a high-level relationship.

In explaining this plan for possible replication, we shall approach it from five major areas: the screening process, orientation, training, concluding activities and followup.

The students who eventually will become the Tele-School class are selected from a nucleus of perhaps 70 applicants. The program should be advertised, together with the criteria demanded for consideration: Project KAPS listed the following criteria:

- economic need
- poor attendance pattern in previous year or years (missed a minimum of 30 days)
- two or more grades below average in reading and/or math

- disruptive behavior in school
- poor social concept
- repeater in current school year.

It is not necessary that any student fulfill all the criteria, but at least two areas must be clearly discernible.

Once the applications have been returned to the Tele-School coordinator, it is his responsibility, together with a counselor assigned to work part-time with the Tele-School class, to screen the applications and eliminate any students who do not fall within the guidelines of the program or who do not have a minimum of 15 credits toward graduation. A very careful study must be made to insure the fact that at the end of their senior year all the Tele-School students will have sufficient credits to receive their high school diploma. This is accomplished by a careful investigation into the academic background and attention to the other areas listed above.

Those students who are still eligible for the program are then informed, and their parents are requested to make an appointment with the coordinator and/or the KAPS counselor for an initial interview. We thus enter the second phase of the process, that of orientation.

It might very well be that after the preliminary conference with the parents and students, some problem or problems at home may preclude the student from entering the program. The group at this point may be at the 50-student mark.

Obviously, this is still too large a group to be ab-

sorbed into one class. Further screening will then have to take place and the final number should be approximately 35, with a ratio of approximately three females to two males. The structure of the class would then be 21 females and 14 males. Of this group, 25 would actually be assigned job slots with the company. The remaining 10 would be available should a vacancy occur among the original group selected.

When the candidates for the Tele-School class have been identified, C and P enters the picture and initiates entrance testing procedures and medical tests. Once the results of these have been ascertained, the final selection is made. The class is identified by the administrative staff and assigned to the subject area teachers who will work with this group.

Once the basis of the test results, personal interviews, and student areas of interests are obtained, the prospective employees are assigned to various job sites within C and P. They will remain in this position for the entire year. They receive the ongoing rate of pay for the particular position to which they have been assigned, and are entitled to essentially the same fringe benefits that any other employee receives. Normally, their working hours are from 1 to 5 p.m. Occasionally, a slight adjustment might be made because of some scheduling problem, but only with the consent of the student involved.

Everything that has been described until now has taken place the latter part of the previous school year or just prior to the opening of the formal school year. Once school begins, the third phase of the Tele-School program, that of the training period, becomes operative.

There are several before-school activities designed to increase the students' chances for employment with C and P, or to enhance their knowledge for other "world of work" experiences if they do not remain with C and P at the end of this program. A typing class and an industrial arts class are held. Boys and girls are eligible to attend either one of these classes, contingent in great measure, of course, upon which area they will be working on the job. The purpose of the typing class is obvious; that of the industrial arts class came as an outgrowth of C and P input as far as curriculum development is concerned. This class teaches the members tool identification and use, and upgrades the performance level of the students on the job.

The Tele-School class attends three periods in the morning, mathematics, language arts, and science. Each of these teachers is thoroughly familiar with the program and through the coordinator, units of work

are designed in each academic area that relate to their work experience. There is continuous communication between Dunbar and C and P in order to do everything possible to improve the students' performance.

Counseling, both individual and group, also plays an important role in the success of this program. The students are encouraged to discuss any problems they might have, at home, in school, or on the job, with the counselor or with the coordinator so that their work will not suffer or their attendance become a problem.

From the C and P point of view, each student receives orientation sessions and, of course, on the job training. The program is highly structured and efficiently operated. The experience in this situation is invaluable for the future, regardless of whether the students remain with this company or move to a different type of work.

While this program is in operation, it is being evaluated by the title VIII evaluation team and by the C and P staff. An excellent channel of communication has been established between the Tele-School coordinator and the C and P liaison person. Should any problem develop, it is generally handled on the day it arises, if need be.

In addition to the typing and industrial arts classes, the students also have the opportunity to acquire their drivers' licenses. For the male students, for all practical purposes, this is a "must" for future employment with C and P. The coordinator works with the students and the Department of Education driver education instructor in setting up a schedule that will permit the students to secure their licenses and at the same time not interfere with academic or work programs.

As a culminating activity for the class, a dinner is held at the end of the year. At this time, certificates of successful completion of the work-study experience are awarded to each participant. In addition, plaques are awarded to those students who had perfect attendance, whose work performance was regarded as outstanding, etc.

The final phase of the Tele-School program is that of the followup studies. Such pertinent information as the number of graduates, nongraduates, students who remain with C and P on a permanent basis, students who seek and obtain employment in other fields of endeavor, students who decide to further their education, and those who leave high school but who have no immediate plans is all tabulated and kept on file. Comparisons between 11th and 12th-grade rec-

ords of achievement are also made and kept on file. All of this information is regarded as extremely vital in pointing out both the strengths and weaknesses of the program. It is on the basis of this data that changes can be made in subsequent years and possible pitfalls can be avoided whether the guidelines pertain to the Tele-School program *per se* or whether they can be used as baseline information for the initiation of a similar type of program with another company.

The cost of operating a program of this nature would vary, depending in large measure on the structure. In reproducing Tele-School exactly as it operates in the title VIII program in Baltimore, the expenses for the local educational agency would be approximately:

—1 full-time Tele-School coordinator's salary (contingent upon qualifications, years of teaching experience, degrees, etc.)	\$14,000
—1 part-time counselor to work with the Tele-School students	4,000
—1 part-time (before-school) typing teacher (stipend, 10 months)	500
—1 part-time (before-school) industrial arts teacher (stipend, 4 months)	200
	\$18,700

In working with a group of 35 students, this would represent a per pupil cost of approximately \$535 for the school system.

There are alternatives to this plan, of course. In place of a final dinner, a school assembly could be held, at which certificates and plaques could be awarded. It is possible that the typing and industrial arts areas might be incorporated into the Tele-School class regular program. Should there be other work-study programs already in operation in a given school, then presumably this Tele-School group could be added and the services of the coordinator and counselor already on the staff could be utilized. This would decrease the per pupil cost of Tele-School appreciably.

One very important word of caution must be added. The success of this program as operated in Baltimore has been due in no small measure to the

fact that it has a full-time coordinator, responsible only for this group, plus a counselor whose responsibilities as to time and job description are clearly delineated. To place this program under a larger umbrella of additional work-study plans could lessen its effectiveness and prove to be more costly in the long run. If the attendance does not remain excellent, if interest is not maintained at a high level, the cooperating agency may abandon the program as having too little value for what it is costing them as partners in this joint venture.

In summarizing Tele-School as one possible type of work-study program, the most important factors toward its success are these:

- The careful approach to the proper persons in industry for approval and implementation of the program
- Setting up specific guidelines for eligibility in the program
- Frequent monitoring and close scrutiny of the program
- A full-time coordinator who is readily available to handle any emergency situations *immediately*
- Counseling, both in school and on the job, to relieve, if not to eliminate, any problems
- Sufficient input by both the school and the company to keep the curriculum relevant to the work program
- Staff members who understand the program in depth and who are empathetic to it.

Comparison of 1970-72 Attendance of Tele-School Students with Other Selected Groups

Group	Year	Number of Students Measured	Percentage of Attendance
Tele-School	1969-70	25	85.0
Tele-School	1970-71	25	90.9
Control	1970-71	31	72.3
Dunbar	1970-71	1202	69.3
Tele-School	1970-71	24	79.6
Tele-School	1971-72	24	85.0
Control	1971-72	32	70.2
Dunbar	1971-72	1076	74.5

PROJECT PROCESS

Grant #OEG-0-9-310205-3427

Fall River Public Schools
Fall River, Massachusetts 02720

GENERAL SETTING AND RESULTS

LOCALE

Fall River is a city of approximately 100,000 in southeastern Massachusetts, approximately 50 miles south of Boston and 20 miles east of Providence, Rhode Island. While southeastern Massachusetts is currently the fastest growing sector of the State, it has historically had a mill-town orientation, with the major cities of Fall River, New Bedford, and Taunton stalemated in their attempt to recover from the demise of the textile industry.

The population of Fall River is predominantly Portuguese (reflecting heavy immigration from the Azores) with French and Irish being the next largest ethnic groups. A significant number of the city's children are educated in parochial schools. The gradual closing of these schools is causing an ever-increasing burden on the city's public school facilities.

THE SCHOOL SYSTEM

This system is typical of most urban areas; its physical plant is largely overdue for replacement or major repairs, its staff (both teachers and administrators) is heavily populated with city natives, and it reflects a conservative philosophy of education. The current student population is slightly over 14,000. The system includes one high school; a small girl's vocational school; two junior high schools; two middle schools; and 34 grammar schools, elementary schools, and special-purpose schools. Long-term plans call for conversion to a 4-4-4 organization within 5 years.

SCOPE

Project PROCESS, Fall River's ESEA title VIII project, was initially funded in 1969 for a 5-year period. Its rationale was to bypass a direct intervention in the student dropout phenomenon and address itself directly to the cause of such dropouts. This target was defined as an institutionally oriented educational system where the potential dropout (and his parents) could see few educational remedies for his needs and few opportunities to modify that structure. The prescription was defined as a student-centered and participatory structure in which community, student, and school jointly developed the educational experience for the child.

In its first 2 years Project PROCESS concerned itself with a model of participatory management and a series of programs as subsidiaries to formal schooling. These included curriculum committees made up of parents, students, and teachers; miniprojects developed by community members; and after-school learning experiences.

The 3d and 4th project years have emphasized direct involvement in the educational process. The core is an eighth- and ninth-grade program for approximately 260 students. This has been supplemented by a follow-on in the 10th grade for the 4th project year and will be further expanded to cover 11th and 12th grades in the 5th project year. Other activities include development of an innovative industrial arts curriculum at the secondary level, an automotive training program jointly sponsored with Shell Oil Company, an alternative school oriented

toward social readjustment of seriously maladjusted teenagers, work experience programing, a major summer camp jointly developed with Model Cities and Neighborhood Youth Corps, parent and community programs, and released time training for all teachers.

Results to date reflect the diverse nature of this project's operation. On the one hand, it accepts the objective of annually reducing dropouts across all 9th—12th-grade classes, reducing disciplinary incidents, and increasing attendance and achievement figures. On the other hand, it is racing against time to effect (within its 5-year life) a climate in which a relatively old but willing system can evolve into an educational program sensitive to the changing needs of its children.

Year by year statistics reflect the expected: within the project activities, results are significant enough to prove the point—but the project activities are not large enough to significantly alter the overall statistics.

On a broader scale, the (relatively) small project can function more efficiently as a catalyst. Much of what has occurred has roots predating PROCESS. Title VIII funding has provided the climate for growth, experimentation, and hopefully, the will to continue growing and experimenting. The community and the schools have seen their efforts produce a nationally publicized ecology program, a school-operated summer camp of major proportions, and a systemwide program of released-time staff training. More important, these efforts are showing that children once "written off" can indeed succeed in school.

OVERVIEW

The Fall River school model is an integrated system of instructional counseling and staff development disciplines. It has been developed as a potential remedy to the theory that dropouts from education (whether or not they actually drop out of school) are a product of an interactive set of processes that include home, social, self-image, school, and confidence influences, which combined together give a student negative attitudes toward the learning environment. There is no new or revolutionary element in this model. Its potential lies in the effect of several carefully chosen techniques working together.

THE ELEMENTS

This model includes an instructional program, a home/school counseling program, and a staff de-

velopment program. The instructional program may be described as a school-within-a-school. A target population of between 80 to 100 eighth or ninth graders are taught (with the exception of shop and physical education) by a staff of five teachers—four major subject teachers and one reading teacher. These teachers are responsible for the total education of this student population (with the above exception), including both the required subject matter and free electives offered as a substitute for traditional study periods.

The required subject matter is presented in a teacher-developed problem-solving format. Schedules have been developed using a specified block of rooms, where back-to-back English/social studies and math/science classes may be converted into team-teaching classes as teachers coordinate their own and each other's material. As teacher interaction becomes more refined, attention is given to small-group teaching and individual learning contracts between student and teacher. Teacher interaction is the key here; it must be stressed that the role of five professionals is that of a *team* responsible for the educational experience of the total student population, not as five specialists each responsible for a given discipline. Information exchange and mutually supportive activities are mandatory—i. e., the teacher's responsibility to his team and students is superior to his responsibility as a teacher of a given subject.

A full-time reading teacher is included on the team in response to the almost universal shortcomings in reading speed and comprehension found among potential dropouts. This model brings the reading teacher together with small classes on a four-times-per-week basis. The reading teachers help to break down the traditional concept of reading as a separate subject area—by integrating reading instruction with other subject areas such as English, social studies, etc. More emphasis is placed on a developmental reading approach as opposed to remedial reading or skills development. Reading materials are paperbacks, newspapers, and periodicals germane to the interest of the students.

Free (no credit) electives are developed through negotiation between students and teachers. It is the best compromise of student interest, capabilities of the individual teachers, and availability of funds. Some examples include automotive maintenance (a teacher who is a qualified mechanic, a \$50 car, and the teacher's tool kit), music appreciation (a teacher with a more than casual knowledge of contemporary music, and his record library), and photography (a

qualified teacher, present school facilities, and minimal material purchases). The thesis of the elective program is to use otherwise unscheduled class time to provide a successful, nontraditional, and student-negotiated educational experience.

Based upon the ideas previously mentioned, the project up to this time has not emphasized development of a wide variety of courses. More emphasis is placed on development of consistency of teachers in dealing with students; thus, a more predictable and nonthreatening environment is set up for students. Process teachers, for the most part, have an excellent rapport with students. This is demonstrated by the easy style and comfort which students show when talking and sharing with teachers. By accomplishing these objectives, development of a wide variety of courses by staff teachers and students will be easier and more meaningful to the learning of the students.

The home school counselor is the sixth member of the teacher team in any given school. He is a guidance counselor as well as being a resource to the teachers and an initiator of contact with the home. The counselor follows up on absences, contacts each student's home to both ascertain home conditions and disseminate information about inschool programs, conducts group counseling sessions on a regular basis with all students, and gives individual counseling as needed. It is his responsibility to advise school administrators and negotiate disciplinary measures when his counselors are involved. It is the counselor's responsibility to keep the teaching team informed on outside influences affecting individual students.

STAFF DEVELOPMENT

To coordinate the efforts of the teachers, the home/school counselors, and the school and project administration, a curriculum resource person is assigned to each school. This person supplies materials and resources to teachers, develops curriculum, and sets up workshops and inclass services which help to implement an individualized, humanistic, and problem-solving approach to education.

By being located at the schools, the curriculum specialist offers immediate help to teachers in their efforts to team-teach (by getting into the classroom and demonstrating and sharing the approach with the teachers); to individualize instruction (by diagnosing, setting up groups, and developing individual programs of study); and by supplying and developing various materials to coincide with units of instruction.

Regular meetings are held throughout the year in which the teachers meet with their team or with all other teams. Teacher interaction at these sessions has provided for a beneficial exchange of ideas and materials. The curriculum staff provides teachers with new materials and concepts which are used in the classroom, after examination and discussion.

The second aspect of the teacher/counselor/staff meetings deals with the clinical treatment of students. Clinical problems are usually handled within the individual schools; however, the administrative staff provides additional support if the situation cannot be handled by the home school. Referrals are sometimes made to the Q-School.

The development of a microteaching program is an ongoing staff development function. Individual teacher skill packets are being developed. The packets deal with teacher techniques in such areas as higher order questioning and verbal and nonverbal techniques in facilitating class discussion. The use of videotape equipment will allow PROCESS teachers to become aware, and to practice and refine their techniques in these skill areas. Teachers will receive immediate feedback on videotape as they practice these particular skills.

A main objective of staff development is to work with teachers and staff on a certain comfort level. Individuals should feel such comfort if enthusiasm and interest are to be exhibited. However, individuals shouldn't become too comfortable. A little anxiety can serve as a catalyst for growth in expectation and performance.

Staff Development Objectives

- Reinforce concepts of individualized instruction.
- Help teachers develop and refine methods and approaches to meet students' individual learning styles.
- Have teachers develop notion of success factor for students.
- Develop relevant content.
- Develop a behavioral modification approach to emphasize positive reinforcement aspects when dealing with a behavioral problem.
- Develop team-teaching approaches.

Instructional Objectives

- Work for better student/teacher interaction.
- Emphasize relevance of content.
- Make thinking the core of learning rather than rote learning.
- Reinforce success experience.

- Implement individualized learning packets.
- Incorporate team-teaching.
- Develop a thought-conducive and comfortable learning environment.

Home/School Counseling Objectives

- Develop effective communication link between home and school.
- Develop mutual awareness on part of parents and teachers of expectations and responsibilities of each.

THE INTEGRATED SYSTEM

The elements noted above, operating teachers and counselors supported by staff development, are a small segment of the total effort. A number of alternatives are available—and will be discussed later.

SYSTEM SUPPORT

The project has been given full acceptance at the Superintendent's level, and is operating in all ninth-grade classes. The project itself provides both technical (instructional counseling and evaluation) and administrative (business management and clerical) support.

FACILITIES

Permanent room assignments have been made in all operating schools. This is not done with an eye to segregation but rather to provide permanent sites for equipment and innovative classroom arrangements. The flexible scheduling of blocks of time for team teaching, small-group reading classes, and free electives would not be possible if interface with other classes were a consideration. Permanent room assignment is also a factor in fostering the acceptance of the overall teacher team concept.

Project funds have also been used to supply educational materials as needed to augment the teaching approach used.

PERSONNEL SECTION

It should be obvious and clearly understood that the teachers in the program are expected to participate in a very intensified manner—yet one comfortable enough for survival and growth. A variety of

teaching approaches must be used to meet the various learning styles of students. Interest and empathy for students must be intense to meet the "problems" these particular students have in "succeeding" in school. Therefore, the teacher must be constantly measuring the flow of work (by individuals), rearranging curriculum plans to match the interests of the students, and be willing to use his own time in team planning and critiques.

Selection of teachers was based on motivation, experience, and desire to use various teaching methods and skills, commitment to the learning process (as opposed to a specific discipline), empathy for students, and, most important, the ability to be a learner. Project PROCESS teachers basically fall into these categories.

PARTICIPANT SELECTION

A study of the annual dropout rate in Fall River Public Schools reveals that most dropouts are 16-year-olds (the legal acceptable school-terminating age). The majority of these students attend the middle schools, the two junior high schools, and the single public high school.

Selection of participants for this component are based on the following criteria:

- Identified potential dropouts (PDO's) from target schools who have been participants in 1970-72 dropout prevention program.
- Identified PDO's as indicated on the Student Information Survey given to all seventh- to ninth-grade students in target schools.
- Recommendation of principals, teachers, and guidance counselors from target schools.
- Referrals from Department of Pupil Personnel, Neighborhood Youth Corps, and Model Cities.
- Personal interviews of identified PDO's.

LOCATION AND FACILITIES—STAFF

Eighth-grade classes are in operation at the Fall River Middle School; ninth-grade classes are in operation at Henry Lord and James Morton Junior High Schools. Middle School facilities are totally contained within the building (four rooms and counseling office); Morton facilities (one room, a counseling office in the school, and two portable classrooms); and Henry Lord facilities (one room in the school, two portable classrooms, and one trailer unit set up for reading and counseling). Some classroom material

and equipment is essentially the same at all three sites and other equipment is usually shared by all three schools. Present enrollment ranges from 110 at one site to 70 at another.

IMPLEMENTATION MODELS

In this 2d year of the in-school program, all schools have implemented most of the basic programs initiated the previous year, again with modifications to fit the individual school. Continual movement in this direction for the remainder of this school year, and then into the 3d and final year, school guarantee successful completion of most of the main program objectives.

Implementation of the instructional concepts, in particular, was facilitated by the efforts of the curriculum/resource staff as well as the regular project staff.

A. School situation at the start of this year—facilities ready, school administration cooperative, teaching team experienced (2d year in project) and anxious to start.

Starting their 2d year with the project, the teaching team decided to begin the program in a more structured manner than the previous year. They gradually moved into a less structured style of teaching methods and classroom management as the year progressed. This permitted the students as well as the teachers to feel more comfortable.

As a result of the scheduling and group cohesiveness, efforts to team-teach and to integrate subjects were facilitated. Support was given by the home/school counselor who has years of teaching experience, particularly in teaching those individuals who are defined as potential dropouts. The home/school counselor's previous experience at this particular school has also proven beneficial in dealings with the school administration.

The teachers are receptive to concepts, methods, and materials provided by the resource staff and are slowly, but surely, working towards individualizing classroom techniques. With a bit more staff support, certain members of this team could run their classrooms during the 3d year entirely on the basis of the individualized learning concept. Thus far, some team-teaching has taken place in these subject groups: math/science, and reading/social studies/English.

For various reasons (teacher empathy for students and additional resource staff, etc.) the program has been enriched by weekly clinical sessions. These have served as a basis for group discussion of particular

students, some behavioral modification, and sometimes as referral sessions. They have proven most beneficial to all involved—teachers, home/school counselors, project staff, and students.

As with all other project teaching teams, the remaining months of the school year and summer will be set aside for course development in which all of the concepts of individualizing and team-teaching will be built right into each program. The teachers are quite receptive to this concept and are making necessary preparations.

B. School situation at the start of school year—facilities ready, administrative staff most cooperative, new experienced teacher added to staff.

The school administration is very much in favor of the project and its concepts. Concepts and programs developed by PROCESS have been used in many classrooms throughout this particular school. Therefore, administrative problems have been minimal.

Several new replacements were added to the teaching team. The English teacher, in particular, has brought experience and creativity to the project. The new reading teacher has shown much growth and receptivity to new methods supplied by the resource person who has worked with her in the classroom.

A new science program—ISCS—with built-in, practical, individualized learning packets served as a catalyst for team teaching between areas of science and math. (This will be expanded to the ninth-grade level next year.)

The home/school counselor has been working closely with students and sometimes teachers.

C. School situation at the start of the school year—facilities ready, school administration cooperative on a very superficial level, home/school counselor working well with parents.

A diversified group of teachers, skeptical of the introduction of a curriculum person into their classes, has come a long way. Despite some lack of cooperation from the school administration, this team has become the most cohesive unit of all. The project has resulted in more attempts to individualize, more team-teaching, and more meaningful clinical sessions.

The math program has moved from a straight lecture-style course into an individualized program with students working alone and in groups, on their own level, and at their particular rates. The English/reading teachers are team-teaching and have introduced drama and relevant literature and methods to the students.

The curriculum specialist feels that he has not done

enough with these teachers this year. As a result, more effort is being made to get into the classroom to develop and incorporate new and different methods of teaching to meet individual students' needs and learning styles.

The home/school counselor has played a vital role. By keeping on top of students' "problems," he has served as a vital link between the team, the school administration, and the students. Through his efforts and the aid of parents and other teachers, a "family sex-education" course was developed and attempts will be made to incorporate it into the curriculum during the fourth term.

Again, the efforts that will be spent to develop completely individualized courses during upcoming months should prove worth the energy. These courses will most likely be successfully implemented by this teaching team. For a couple of these teachers, it will mean having to tolerate a little more in students' behavior. Yet, time has shown that these teachers have done some growing in these areas.

In summary, there are three entirely different characteristics for each team. Each group has a certain strength. Our model of direct intervention in the schools and classrooms has served to integrate each other's concepts and attitudes. Yet, the most influential method has proven to be the direct three-group meeting based on sharing and discussion.

Team patterns have developed in the different areas: teaching methods, behavioral methods; relationship to project staff, etc. Patterns have also been developed by the project staff in dealing with each team. It is felt that the objectives will be met as these patterns are starting to intertwine and more commitment to each other is being made. In most cases, only more time is needed.

STAFF DEVELOPMENT

Staff development has been ongoing in format and an informal style. Weekly meetings are held throughout the year in which staff/teachers cover an agenda based upon counseling and curriculum development. The less formal and more practical approach has been the introduction of the curriculum/resource person into the classroom with the teacher. Through cooperative planning and implementation efforts, staff development has resulted in more diversified, more relevant, and more individualized courses.

OVERALL COORDINATION

The original plan saw the school programs operating as relatively self-sustaining units with project management personnel auditing and making improvements. However, with the introduction of a curriculum staff, the lines of communication and coordination are even better. Besides keeping in contact with teachers to perform the above duties, project management is free to spend more time in negotiation with particular school administration and with the local school administration.

The curriculum/resource staff has served in a middle management capacity—between project/school administration and teaching teams. This has resulted in more immediate and effective responses to classroom and school situation and a better communication level which provides better understanding of the basic program: thus, more commitment.

ONGOING MODIFICATIONS (THE Q-SCHOOL)

Many modifications have been discussed above—the majority of which, such as different implementation models in different schools, do not change the basic model and are indeed expected in a model applicable to varying environments. One significant modification, unplanned in its original concept and now in its 2d year, is the Q-School.

It was realized that there were a number of students in the program who were not responding positively to project classes. With this behavior obviously detrimental to the class as a whole, project teachers felt that alternative experiences should be provided to such students. On at least a temporary basis, such students might be exposed to a more individualized program in a more loosely structured environment.

The Q-School evolved in a former classroom at project headquarters, staffed by a teacher selected for his rapport with adolescents, and supported by a project staff on a revolving basis. Participants stay for a minimum of 5 days and are returned to their original classes as soon as the prognosis shifts to "favorable." During their stay, they work on weekly assignments prepared by their permanent teacher, participate in group and individual counseling, and negotiate and execute at least one learning contract. The workload is at least the equivalent of the normal school load; however, the environment is totally changed. Tables and comfortable chairs are used; personal radios may be brought in and used with discretion; the scheduling and discipline problems are largely negotiated be-

tween students and teaching staff. The teachers at the originating school are responsible for preparing and grading the students' work packets and the home/school counselor (from the originating school) is responsible for continuing counseling. Student population, an obviously fluctuating number, has been in the 10–15 range, giving the Q-School teacher a manageable group with which to work. Interest on the part of other department personnel has added several participants and is constantly increasing.

Through the cooperation of various community agencies and programs, several of the Q-School students are also learning additional skills at other educational centers. Two girls serve as aides at a Head Start center for two mornings a week; one boy is attending a metal shop course one afternoon per week at the Fall River Middle School; another boy is in the Automotive Professional Training program after school.

In terms of evaluation, the staff hope to demonstrate in hard data what is already quite evident to them: Students have replaced, to varying degrees, negative and destructive behavior with such pro-social behavior as sensitivity to others, confidence, involvement, independence, and responsibility. Attendance rates have been surprisingly high. Overall, Q-School has begun to serve as an effective model for alternative education in Fall River.

SUGGESTIONS FOR REPLICATION

As with any model, this has been developed with a goal of replication in other sites with equivalent needs. The fact that it has been successfully introduced in three basically different schools is a confirming indicator for this goal.

RESOURCES—ENVIRONMENT

Such a program may be instituted as either a separate entity or as part of an existing school. In the latter case a receptive or neutral school administration is considered necessary. Open and frequently used lines of communication between program and school administration are mandatory and instituting responsibility should rest with the program, not the administration. The optimum relationship would see the school administration assume responsibility for the program. In the former case, a coordinator should be planned for each one-to-four-member teaching teams.

Physical space should include three to four class-

rooms reserved for use of each student group (80–100), in addition to physical education and vocational class space (note that in this demonstration these classes are provided in the regular school schedule). This classroom need assumes availability of one to two additional rooms available on an as-needed basis (shared with other school activities) for reading, counseling, and electives. Office space and phone should be available to the home/school counselor.

RESOURCES—PERSONNEL

As noted above, administrative support is required either in the form of a building principal or program administrator. That individual should understand the objectives and rationale of the program.

The teaching team should include the personnel presently used in this model, i.e., four major subject teachers, one reading teacher, and one home/school counselor. This is considered mandatory in view of the intended target population. Should economy factors prevail, consideration should be given to expanding the student population rather than dividing teacher time between two or more groups. Development of a teaching *team* is of vital importance.

Selection of the teachers and counselors should be done in a most thorough manner. Teaching experience is obviously important but should not be considered the primary criterion. In any initial program, the operating plan and teacher responsibilities should be clearly defined and volunteers solicited only after this is understood. Consideration should be given to the following factors:

1. Willingness (and self-confidence) to try different routes to achievement of educational objectives. This frequently means being a learner and risk-taker as well as a teacher.
2. Ability to function within a team environment, i.e. to keep both individual and group responsibilities in focus.
3. Readiness to make a personal contribution to the program in excess of that normally expected of a teacher.
4. Personal inclination toward affective elements of education.

It is the current valid hypothesis of this project that such teachers are available within any given system.

Personnel requirements beyond the teaching and administrative staff include training (staff development) and support personnel. In this model training

personnel include project staff and outside consultants. This was one of at least two choices depending on the resources available within the given system. The need is for professionals in both cognitive and affective areas to observe and expand teacher capabilities in both areas as they proceed into the team concept. If available within the existing systems, this resource should be given priority over outside consultants.

Support personnel in the classrooms are defined as part-time volunteers used to supplement the teaching team in elective courses. While not absolutely necessary, they make a significant contribution to teaching success. This project has found surrounding colleges to be ready sources of such help.

RESOURCES—EDUCATIONAL MATERIAL

In theory, the model will succeed using currently available curriculum materials. Additional material, wisely selected for use in individualized programs, will significantly enhance the probability of success. Selection of materials should be delayed until the teachers have a firm grasp of this overall plan and the make-up of the student population.

SCHEDULES FOR IMPLEMENTATION

The following schedule reflects what we feel to be an optimum process for initial implementation after having been through the cycle. Elements may be (and have been) compressed without significant degradation of results. Such compression has, however, resulted from slippages in predecessor activities, a phenomenon which should be anticipated. Hence the recommendation of a longer pre-operation cycle.

- A. Determine resources available to program. From this, a rough approximation of the scope can be seen.
- B. Target Population Identification
 1. Define characteristics of intended student population.
 - Grade level
 - Achievement
 2. Identify target students.
 - Define tests/questionnaires to be used.
 - Administrators evaluate results.
 - Identify total target population by name, location, and characteristics.
 3. From decision on (A) and facilities avail-

able, define actual target population to be served.

- C. Facilities Identification
 - Define potential existing facilities.
 - Define potential separate facilities.
 - Compare the above with total target population and determine actual facility to be used.
- D. Initial Program Definition

From A, B, and C, block out program plan.

 - Performance objectives
 - Task definitions
 - Personnel selection guidelines
 - Outline of teacher training program
- E. Implementation Phase
 1. Program readiness
 - Personnel selection and training workshop
 - Develop curriculum plan
 - Logistic preparation
 - Confirm baseline data relative to performance objectives
 2. Target population
 - Develop baseline data on students.
 - Make initial parent contacts.
 - Using baseline data, initiate data bank program (composite records on each student).
- F. Operational Phase (elements in addition to classroom program)
 1. Strong administrative support on logistics during 1st month continued as required.
 2. Continuing personnel training
 - Fine tuning of curriculum plan is based on classroom feedback (weekly).
 - Develop working relationship—teacher/counselor / support / staff / administration (weekly).
 - Weekend workshop at approximately 2-month part to check on-line operation versus training workshop projections. Repeat at 4- and 6-month points.
 3. Counseling
 - Repeat parent contacts within first 2 months of school. Establish two-way communication link. Follow up contact as needed.
 - Develop inschool group and individual counseling schedules.
 4. Evaluation
 - Continuous measurements
 - Devise and implement schedule of data collection on process objectives and those

product objectives related to such data as attendance, disciplinary incidents, and student-initiated withdrawals.

—Discrete measurements

Identify and accomplish measurement points for data available at discrete intervals, i.e. grade reports and post-tests.

—Midterm evaluation

Report of progress toward, and likelihood of, achieving each performance objective.

—Final evaluation

Report on degree of success in achieving each performance objective and recommend revisions in succeeding year.

Results: Objective achieved at 95 percent confidence level at two schools; 90 percent confidence level at one school.

(5) *Objective:* Probability of dropping out will be significantly decreased.

Results: Objective achieved at 95-percent confidence level.

COST ANALYSIS

The cost is expressed as dollars per 100 students (a typical student population for one teaching team). Two categories are identified, the LEA costs and additional costs borne by Project PROCESS. These are \$91,600 and \$33,558, respectively.

A. Costs per 100 pupils

<i>Element</i>	<i>LEA Costs</i>	<i>Project Costs</i>
1. Teacher salaries (est. at \$10,000/year, 5 teachers)	\$50,000	—
2. Teacher stipend (5 @ \$640/year)	—	\$ 3,200
3. Home/school counselor	—	12,225
4. Fringe benefits @ 10% of full-time salaries	5,000	1,222
5. Classroom supplies @ \$10/student	1,000	1,000
6. Field trips (2 @ \$2/student)	—	400
7. Subtotal—direct cost	\$56,000	\$18,047
8. Curriculum resources	—	\$11,000
9. Est. space costs	\$16,000	—
10. Allocated admin. cost (25% of line 7)	14,000	4,511
11. Est. pupil personnel service cost (10% of line 7)	5,600	—
12. Total cost	\$91,600	\$33,558
Cost per pupil	\$916	\$336

B. Project costs at various possible reductions

Costs as currently incurred	\$33,558
Saving #1	29,047
#1,2	23,547
#1,2,3	16,823
#1,2,3,4	15,623

The project costs, which permit this intensive treatment, are as currently expended and subject to several potential economies when replicated as a locally funded program. The extent of the economies depend on the service desired and the student population to be served.

OPERATING RESULTS

Subjective analysis of 2d-year results to date are positive. Teachers, the majority of whom were "rookies" last year, are obviously more comfortable and confident in their roles. The technical guidance, which was in short supply in the 1st year, has been abundantly available in the curriculum resource staff. Awareness and cooperation from parents and school administrators have increased significantly. An innovative (and successful) seventh-grade open-classroom program has started this year in the Middle School, identified by that principal as a PROCESS spinoff.

Hard data on target school students are presently limited to the 1st year of operation:

(1) *Objective:* 60 percent will increase their growth rate in reading achievement by 25 percent.

Results: 61 percent increased their reading growth rate by more than 25 percent.

(2) *Objective:* Increase grade-point averages in four major subjects by 10 percent during first half-year.

Results: Objective met in eighth grade; ninth-grade classes improved 4.0 percent and 4.7 percent respectively.

(3) *Objective:* Mean achievement levels in reading and math will be increased by 10 percent from October to May.

Results: Average increase for reading was 13 percent; for math, 15 percent.

(4) *Objective:* Demonstrate a 10-percent mean increase in self-concept as measured by the difference of the pre- and post-test scores of the Piers-Harris self-concept scale.

Areas for potential savings:

- (1) Allocated administrative costs. The program is designed for local administration. Removal of title VIII management requirements will eliminate \$4,511.
- (2) Curriculum resources. The cost here represents salary, indirect costs, and expenses for two-thirds of a specialist's time (two specialists for three teams). Maximum economy may be realized by use of existing curriculum staff. *Recommended* minimum staff would be one specialist for three teams, or a saving of \$5,500.
- (3) Home/school counselor cost is based on one counselor per 100 students. With a less critical

student population it may go as high as 1:200, a saving of \$6,724.

- (4) Teacher stipend is figured at \$640 per year. This is negotiable in each system and subject to variation in duty requirements. Minimum figure recommended is \$400 for a net saving of \$1,200.

From this analysis economies of up to \$17,935 are possible if economic considerations are of paramount importance. The four areas for saving are listed in approximate order of desirability with only the first clearly possible without diluting the model's effectiveness.

PROJECT NALAC

Northeastern Accelerated Learning Achievement Center

Grant #OEG-0-71-3563

Detroit Public Schools
Detroit, Michigan 48202

GENERAL SETTING AND RESULTS

LOCALE

Detroit as a greater metropolitan area and Detroit as a public school system tell contrasting stories. Detroit Public Schools (DPS) serve over 275,000 students with an overall instructional budget slightly under \$250 million. In recent years the school system has been on the verge of financial disaster and within days of closing its doors. Symptoms of our Nation's large inner-city school districts are exemplified in Detroit.

On January 1, 1971, the First Class School District of the city of Detroit decentralized and came under the administration of an expanded Central Board of Education and also eight Regional Boards of Education, one for each of the city's eight regions. The purpose is to give local communities more involvement in the operation of their schools, while maintaining the underlying unity of the citywide schools system. The decentralization of the Detroit Public Schools has been carried out under Public Act 48 (1970).

The Detroit Public Schools Region #1 was established as the site for NALAC. This inner-city, multi-ethnic area is within the boundaries of the Model Cities program and harbors all the symptoms and syndromes generally found in such communities: high dropout rate, high crime rate, low student-achieve-

ment profile, restricted community support, sub-standard housing, high black-to-white ratio, etc.

NALAC, the DPS ESEA title VIII dropout prevention project, was placed in Northeastern High School (NEHS) of Region #1, because the needs assessment study of 1969-70 showed the school to have the highest dropout rate in the system, 22.7 percent. In addition, Northeastern showed a high rate of absenteeism, tardiness, and low student achievement and ability profiles.

The general goals set for NALAC were to increase:

- the school retention rate
- student attendance
- student achievement in communications and computation skills
- community and parent involvement.

To achieve these goals, NALAC was to establish:

- a community council
- a student-centered learning component based on an individualized, contingency-managed instructional program
- a comprehensive mix of support services for referred potential dropouts including career development, special counseling, and coordination of existing service agencies
- an administrative and management program to direct and evaluate the progress of NALAC.

EVALUATION

The results of the 1st year of the project are taken from the Executive Summary of the 1st year evaluation report.

The project evaluation design was developed as an integral part of the funding proposal and is keyed to a set of project objectives. The evaluation activities were the responsibility of the NALAC staff, under the direction of a full-time evaluator until December 1971, when the Institute for Development of Educational Auditing assumed the major evaluation responsibilities, with the cooperation and assistance of the NALAC staff.

Evidence reviewed by the evaluation team indicates that NALAC had a particularly difficult opening year. Data for many objectives were not available due to program changes and recordkeeping problems. These are reflected in the accomplishment of stated performance objectives. Hence, steps were taken to begin the "turnkey" process during the second half of the school year.

Two primary factors led to many of the 1st year's deficiencies. The first was the complex and often conflicting administrative structure which consumed an inordinate amount of management resources. The second was the late organization of a Community Council.

As a result of these and other less serious problems, student achievement, attitude, absenteeism, and retention were not significantly or positively affected by the project itself during the 1st operational year.

However, progress was achieved toward the goal of an operational, effective program. The design of the two operational components was tested and revised for the 2d year, based on a great deal of hard work. Toward the end of the 1st year, the more serious operational problems had been identified and at least partly resolved.

A more realistic, management-oriented evaluation design and a predictive-prescriptive needs assessment model also were developed for implementation during the 2d year.

SECOND YEAR OPERATION

As a result of a "needs assessment" study, the evaluation of the 1st year's operations and the involvement of the Region One Board and Community Council, the program was expanded to include Greusel Junior High School (GJHS), a feeder school to NEHS.

Also during the 1972-73 year, NALAC began a predictive/prescriptive needs assessment model that should provide for the early identification of dropout-prone students from existing DPS student information, and identify an effective mix of services and activities necessary to keep the student in school.

The Detroit Public Schools has an approximate budget of \$242,483,830 for its instructional program. Of this amount, \$1,263,406 and \$489,078 are allocated to NEHS and GJHS, respectively. NEHS serves approximately 1,600 students, grades nine through 12, and GJHS approximately 650 in grades seven and eight. Excluding special grant support, NEHS has an instructional per pupil expenditure of \$842, compared to \$752 for GJHS and \$868 for DPS, generally.

The dropout rates for the 2nd project year (through February 1973) are significantly lower than the respective rates for the 1971-72 project year.

<i>Grade</i>	<i>Percent 1st Semester 1971-72</i>	<i>Percent 1st Semester 1972-73</i>
9	9.7	7.0
10	9.1	7.0
11	8.0	6.6
12	9.0	4.0
Total	8.9	6.4

The 2d year NALAC Project objective #1 states that:

Given that the NALAC program will continue to operate within Northeastern High School during the second project year, the average dropout rate of all students in grades 9-12 in Northeastern High School for the 1972-73 school year will be reduced by 15 percent from the dropout rate for the 1971-72 school year. The average dropout rate for the 1971-72 and 1972-73 school years will be determined as of the last day of school for each year.

It appears that this objective will be exceeded, since the first semester NEHS dropout rate (6.4 percent) is a reduction of 28 percent from the 1971-72 first semester dropout rate (8.9 percent).

For those NEHS students participating in the NALAC Learning component, the objective for the 2d year is that,

The average dropout rate of all NALAC stu-

dents participating in the Learning Component for the 1972-73 school year will be 20 percent or less, determined as of the last day of classes in the school year.

Based on NALAC enrollment, attendance, and

supporting data, the dropout rates for the first semester were:

Reading program	5.6 percent
Math program	6.2 percent
Total learning component	5.8 percent

COMPONENTS

SUPPORTIVE SERVICES

The conceptual design of the Supportive Services Delivery System was based on several assumptions:

- Supportive services sufficient to meet nearly every student requirement are already available in large metropolitan areas and in school districts such as Detroit.
- Successful support services need to provide for the solution of two major problems: coordination of all activities for the benefit of students, and the free flow of information which assures that the role and function of all parties concerned is understood. Since each member of the school and NALAC team in some way touches on the life of the student, efforts must be taken to assure continuity and avoid overlap.

The student needs not so much additional services or more services, as he needs:

- Accurate, rapid, and professional identification of his needs through processes in which he participates
- Prescription of a comprehensive individualized plan for meeting these needs
- Guidance and assistance in finding the most rapid and economical route to fill the prescription
- A professional evaluation of attempts to fill the student's prescription.

The paradox of sufficient services in the presence of unmet needs is occasioned by:

- A critical lack of knowledge of the existing plethora of services
- Structures in school, in the community, and in agencies of the community have the effect of interfering with or negatively reinforcing the matching of needs and services.

RATIONALE

A sampling of student opinion at NEHS prior to

the implementation of supportive services in 1971 produced the following feedback:

- Most students felt they were unaware of existing student services, because no orientation program about such services was offered at the beginning of the school year. There also has never been a program informing freshmen or upper classmen and their families what services they could expect while attending NEHS.
- Most students believe that teachers are not aware of students' services available, or are unable to provide this information when students are looking for help in school.
- Students generally believed that dropping out results from falling behind in basic education and not being able to keep up with schoolwork. This leads to lack of class participation, disinterest, boredom, and finally, dropping out. They also believed that social promotion and lack of teacher concern in feeder schools were factors responsible for the large percentage of NEHS dropouts.
- Students expressed an urgent need for sex education and family living classes. Most were never told the "facts of life" by parents or teachers. Pregnancy was the greatest reason for girls leaving school. It was suggested that counselors should conduct personalized counseling classes in sex education for boys and girls.
- Many students mentioned inadequate or out-of-date clothing as a factor in dropping out. They expressed a fear that their peers were laughing at them, making them ashamed to attend school.
- Most students expressed a need for personal and confidential counseling to help them with parental and emotional problems. They felt their parents were too busy working or taking care of other children to give them the time they needed for confidential discussions. Most counselors at

NEHS have too many students to devote time to this vital area in the student's personal life.

OBJECTIVES

General performance objectives of Supportive Services are:

- To identify individual and group needs of students, prescribe and implement those services and programs which will reduce problems attendant to those needs.
- To develop service and program resources which can be generally known by, and accessible to, the students, the staff, and the school community.
- To improve the financial, health, and emotional circumstances of the most needy students, thereby allowing them to devote their full resources to the learning and growth processes.
- To establish relationships based on trust and respect in order to gain parental and community cooperation in the educational process.
- To develop an awareness of the world of work and introduce the range of options which will enable students to make legitimate career decisions.

SELECTION CRITERIA

Most of the students served by the Supportive Services component are also enrolled in the Learning component, selected on the basis of the following criteria:

- Achieving below potential
- History of failures
- High absenteeism
- 2 or more years overage for grade
- Low in motivation and job aspiration.

Selection of other students for participation in NALAC is done with the coordinated assistance of Northeastern and Greusel staffs and NALAC staff.

OTHER TARGET SCHOOL STUDENTS

Supportive services are made available at Northeastern High School to non-NALAC students, upon referral by counselors, school administrators, and parents. Programs and selected activities are scheduled to include non-NALAC students and their parents.

CHARACTERISTICS

NALAC students are in need of a mix of activities and services that seem reasonable as a deterrent to their dropping out of school. The group includes 150 males and females ranging in age from 13 to 16 in grades seven and eight at GJHS, and 350 males and females, ages 15 to 18, in grades nine through 12 at NEHS. Services are also available to approximately 1,250 other students at NEHS. Students come from a variety of ethnic backgrounds with a majority being black.

COMPONENT STAFF

The NALAC Supportive Services component has 24 full-time employees under the direction of a coordinator who is responsible to the project director. The Supportive Services coordinator directly supervises a career counselor, job placement developer, and a student services coordinator. The student services coordinator supervises the Community Liaison Officer, who, in turn, supervises 18 full-time community representatives as student advisors and home/school liaison specialists.

NONCOMPONENT STAFF

Some members of the professional staffs of NEHS and GJHS must necessarily become involved. Activities other than scheduled classroom sessions need to be cleared through regular channels which include teachers, counselors, and administrators. Career and job-related activities and/or information sometimes need to be coordinated with staff of other programs in the school, such as Job-Upgrading, Neighborhood Youth Corps, and Student Activities. This avoids overlapping and duplication of services and provides for a smooth flow of activities. These same persons are involved in referral procedures.

STAFF DEVELOPMENT

Summer and followup inservice workshops for staff development are a major part of the Supportive Services program. Since the Supportive Services community representatives are not trained professionally, attendance at a summer workshop and Saturday sessions during the school year are a most important part of their training.

Much of the staff development surrounds their in-

dividual involvement in writing their performance objectives, tasks needed to meet their objectives, establishing time lines, and developing process procedures. This activity is geared primarily to the professional staff and takes place in regularly scheduled individual and small-group sessions.

Professional staff attention is directed in greater depth in the following areas:

- Proposal content
- Supportive Services goals
- NALAC/total school interrelatedness
- Program goals
- NALAC history.

Professional staff development activity is structured to enable each professional to have a solid working knowledge of her own job, the jobs of the other component professionals, and the unifying factors in all professional activities.

Development for the Coordinator of Supportive Services begins with a familiarization with the philosophy and perspectives of the Supportive Services system. It is important that a minimum of 2 full weeks be allowed for complete understanding of this system.

Supportive Services must be viewed as a coordination of: community representative/student groups, individual student staffings, retention prescriptions, supervised services delivery, followup, and evaluation.

Careful study of the full program proposal is geared to produce the required knowledge of the interrelatedness between supportive and instructional services and how these services are coordinated and focused on the individual student.

High impact in training results from the development and review of performance objectives and performance tasks covering this management function. This activity requires the planning and design of service delivery methods, staff training activities, monitoring and evaluation practices, community and staff interface, and communications systems.

Supportive Services interprets staff development to include selected staff outside of the component and offers orientation to them which covers such topics as: reasons for dropping out, referral procedures, school and agency-related services, community representative activities and programs, background information on NALAC, etc.

FACILITIES

The importance of sufficient space for the effective operation of the Supportive Services component can-

not be overemphasized. Adequate space should also be provided for counseling individuals or small groups of students, for interviews with parents, and for conferring with staff. Privacy in these sessions is crucial.

WORK BREAKDOWN STRUCTURE

NALAC Supportive Services is implemented through a work breakdown structure and a management plan which provide for the continual monitoring and feedback of activities and results of the program. Although the three major student-centered activities of NALAC work cooperatively and are interlocking in terms of services provided, they may be conveniently viewed separately for the sake of clarity.

COORDINATOR OF SUPPORTIVE SERVICES

The coordinator Supportive Services will manage and evaluate the functions of the various component facets. Supervisory responsibilities for the direct services activities will be with the coordinator of Student and Community Services, who will also interface with community groups and agencies.

Many community agencies are willing to provide services readily to NALAC students without a formal agreement but through previously made arrangement. Service delivery usually entails little more than contacting a liaison person of the agency previously identified, and informing the person that one of the students had been referred to this agency for service and was in possession of the properly completed forms and identification. At this point, it is often necessary to request that the student's community representative be involved to be sure the student shows up and is on time for the prearranged appointment.

Many of the community agencies have restrictions which exclude many of our students from service, e.g., income criteria, parental affiliation with the agency, waiting list for particular services. Rather than delete these services from those available to our students, a substantial portion of the Supportive Services budget was allotted to contract with individual professionals and agencies for the provision of needed services that were not available through these channels. These include medical, dental, nutritional, and other professional services.

COORDINATOR OF STUDENT AND COMMUNITY SERVICES

Most students who are functioning at their academic grade level are usually restrained or constrained by other problems, not necessarily considered academic. NALAC provides a staff person who will consider the totality of each referred student by gathering as much data on the student as possible from all available sources, including teachers, counselors, community representatives, and students. With this information, a prescription is written for the student, which considers his academic needs and the other needs which prohibit or inhibit his academic performance.

The coordinator of Student and Community Services must be knowledgeable about existing services in the community and those professional services which the program is capable of financially providing; however, the crucial point is that he has some insight as to how these various services affect the identified problems of the student. Though many services meet immediate needs, the overall aim of the delivery system is to give those that will help on a long-term basis, avoiding overwhelming, irrelevant, or unusable crisis-intervention methods.

CAREER AND VOCATIONAL COUNSELOR AND JOB DEVELOPER

Career Development provides career and vocational counseling for referred students with emphasis on job placement. If necessary, funds are provided to assure positions for students relating closely to the students' career plans. Job placement begins with referral from NEHS counselors and community representatives, and continues with career and vocational counseling, job training seminars, and on-the-job work experience.

Before placement, students attend job seminars which help them acquire necessary knowledge for getting and holding jobs. This includes employee-employer relations; responsibility for attendance, punctuality, and good work performances; how to assess and relate fringe benefits to gross payment; and explanation of fringe benefits (such as FICA insurance). Employers and employment agencies are invited to participate in the seminars to provide job-related expertise.

Once a student has been placed, monitoring begins immediately to maintain adequate data on the impact of employment upon the student; checking on stu-

dent's adaptability and progress; determining if additional counseling and/or training is needed in a particular area, and making certain that the job is filling the need identified in the student's prescription.

COMMUNITY LIAISON OFFICER

The Community Liaison Officer takes actions to identify, describe, and record appropriate persons, agencies, and facilities of the school community for initiating an interface with the NALAC program at that school.

With the Community Liaison Officer functioning as a resource person, the Supportive Services staff and representatives of the community will discuss and plan ways of involving the community in the ongoing program. Such involvement might be in one specific event or on a scheduled basis.

Opportunities for community participation will be developed from the activities areas planned for the school's NALAC population.

As the supervisor of community representatives, the Community Liaison Officer:

- Supervises the day-to-day activities of the community representatives
- Develops statistical data relative to representative performances
- Monitors representative followup inservice delivery
- Monitors and coordinates planning and implementation of representative-sponsored group activities and trips
- Is directly responsible to the coordinator of Student and Community Services.

COMMUNITY REPRESENTATIVES (STUDENT ADVISORS)

Student counseling and school/home liaison through paraprofessional community representatives is a unique function of the Supportive Services component. Each community representative is assigned 25 to 30 students from the Learning component as their advisees. The community representatives and students have at least one weekly contact to establish rapport and allow the community representatives to ascertain, through conversation, information which could provide a basis for certain prescriptive items for a student.

In addition, these people are responsible for check-

ing immediately (same day) on students absent from NALAC and reporting the information to the NEHS or GJHS counselors. Planning, executing, and supervising field trips relevant to student needs and interests are also functions of the community representatives.

RESULTS OF SUPPORTIVE SERVICES COMPONENT

To date, results of the Supportive Services component, which got off to a slow start during the initial year, are encouraging and it appears to be successful. Results of the first annual evaluation of the Supportive Services component are taken from that phase of the Evaluation Executive Summary.

The supportive services objectives related to two major areas: the delivery of a comprehensive mix of supplementary supportive services to referred students, and the implementation of a work-study program to train selected students.

Comparing the results to date of the 1972-73 Supportive Services component with the summary results from the 1st year, it is obvious that this component has "turned the corner" toward a successful program. From 4,167 hours of student employment for the 1st year to 10,114 through March 9 of the 2d year is phenomenal growth. From 23 students placed to 102 students is solid evidence of program improvement. The performance objectives call for 100 students on the job during the 2d year, including termination; 91 students were employed on March 9, 1973, and 146 job placements or slots had been secured. The Supportive Services component is rapidly becoming a model for others to view.

COMPONENT COSTS

The total 1972-73 budget for the operation of NALAC was \$600,000. The annual Supportive Services component allocation is approximately \$252,550. To date (March 1973), \$151,531 has been spent in serving nearly 1,750 students from NEHS and GJHS, at an *average* per pupil cost of operation of \$86.59. Since each student receives support services on an individually prescribed basis, the amounts attributed to each may vary widely. Further, the Supportive Services component services not only the students enrolled in the Learning components, but also eligible NEHS and GJHS students who may not be in that component.

School units that may want to adopt the NALAC

Supportive Services model should carefully consider the cost problems and the possibility of absorbing as many administrative costs as possible through existing structures. For those planning to use such an approach, the following suggestions concerning cost as well as other elements should be carefully considered.

The Supportive Services component should be closely fused into the total educational milieu in which the child functions. This requires complete cooperation and communication between the existing school staff and the project staff.

If all professional and paraprofessional adults are not aware of their roles and how they fit into the total picture, as they touch the lives of students, we cannot expect the student to understand or accept what is happening to him.

It should also be pointed out that, wherever possible, Supportive Services has made use of existing services at no cost to the program. Schools should consider the availability of services in their area when considering the per pupil cost of operation.

FACET COSTS

The NALAC Supportive Services component consists of four distinct facets, each of which may be replicated by an interested school district depending upon the need and availability of funds. However, it is recommended that the entire component be adopted. These facets are:

- Program Management
- Career Employment and Counseling
- Student Services
- Community Involvement.

The Program Management facet is the administrative unit which coordinates and supervises the remaining three facets of the component. The facet cost breakdown below may be used by school districts wishing to replicate one or more parts of the com-

September 1972-March 1973

Facet Description	No. of Students Served	Amount Allocated	To Date Cost Per Student
	To Date	To 3/73	
1. Program Management ..	1750	\$19,257	\$11.00
2. Career Employment and Counseling ..	636	63,251	99.45
3. Student Services ..	559	22,676	40.56
4. Community Involvement ..	500	46,347	92.69

ponent. Each total facet cost and per pupil expenditure has been computed to date (March 1973) and represents 6 months of a 10-month school year, or 60 percent of annual cost. Each facet cost includes

professional and nonprofessional salaries, fringe benefits, office equipment and supplies, communication, travel, and other necessary miscellaneous costs associated with program operation.

PROJECT STAY

Grant #OEG-0-9-350240-3363

St. Louis Board of Education
St. Louis, Missouri

GENERAL SETTING AND RESULTS

LOCALE

Project STAY is being conducted in the St. Louis Public School System. St. Louis is an urban area with a population of approximately 622,000. Like many other large core cities, it has experienced a decrease in population during the last decade with an exodus of many residents to the suburbs. Approximately 40.9 percent of the residents are black, with a small number of other minority groups. While the population has declined, the school enrollment, particularly of black students, has steadily increased until last year when a decline began to occur.

As of April 1972, the U. S. Bureau of Labor Statistics lists the unemployment rate for the city as 6.4 percent. However, in poverty areas of the city this ranged from 12.9 percent to 38.9 percent. As of June 1972, 49,000 families were receiving welfare. In addition, 10,000 of these participate in the Food Stamp Program.

The population and enrollment shifts have resulted in a consistently increasing number of children from low-income families. In 1965-66, the city had approximately 22,000 children between the ages of 5 and 18 receiving Aid to Dependent Children. This number increased 62,000 as of June 1, 1972.

THE SCHOOL SYSTEM

The St. Louis Public School System has an enrollment of 105,591 students for the 1971-72 school year, 69 percent black. The schools are organized

on a K-8 and 9-12 grade arrangement; three middle schools encompass grades 7 and 8.

Prior to Project STAY, the St. Louis Board of Education made extensive efforts to reduce the number of dropouts. Some of the special projects were:

- "Combat Team" Project
- Special Tutorial Program for Socially Maladjusted Students
- Summer and Fall Emergency Project: Dropouts
- Ford Foundation Projects: Dropouts
- Cooperative Programs with the Missouri State Employment Service
- Neighborhood Youth Corps
- Lincoln Opportunity School (Title I ESEA)
- Regular Work-Study Program.

SCOPE

Project STAY is a demonstration project funded under title VIII with several components concentrating on reducing the number of dropouts. The first 2 years only Soldan High School and Enright Middle School were included. Clark Elementary School was added during the 3d year. At the beginning of this year, five other schools feeding Soldan were included by installing a counseling program. The purpose of the project is to identify students who are potential dropouts, determine their individual needs, and develop programs to meet these needs.

Six components offer services and activities specifically designed to help students successfully participate in school activities in a manner which should

lead to future employment and a rewarding and successful adulthood. The components consist of work-study programs, increased guidance services, continued education for pregnant girls, social and personal development classes for students who have difficulty adjusting to the regular classroom environment, instructional and curriculum revision, and an extensive program of after-school activities.

The U.S. Office of Education awarded a \$20,000 planning grant under title VIII ESEA to the St. Louis Board of Education in February 1970. The school system then proceeded to develop a comprehensive program for the reduction of dropouts in a middle

school and a high school. The Office of Education began funding the program during the fiscal year 1969-70 and has continued to date.

During the 3d project year, the dropout rate at Soldan regressed from its 2d year low of 8.9 percent to 11.23 percent. Despite the slippage, the rate is still below the 3d year goal of the 5-year dropout reduction schedule and is below the citywide rates. Attendance at Soldan followed the citywide trend and decreased from 86.9 percent to 85.9 percent; it remained static at Enright and Clark. Suspensions have been practically eliminated at the project schools.

COMPONENTS

WORK-STUDY PROGRAM

The largest component is the work-study program. To help identify specific problems and conditions contributing to the dropping out of students, a study was conducted of staff and students at Soldan High School. The study, carried out in March 1969, was designed to provide data relevant to personal, social and educational characteristics of dropout's home and school conditions which contribute to dropping out of school, and to indicate modifications and innovations which could be made within the school to help reduce the number of dropouts. The data were collected by interviews with: (1) dropouts from Soldan in 1967-68, (2) students then enrolled in Soldan, and (3) teachers in Soldan.

In the followup study of 1970-71 work-study students, the combined project goals of post high school education and post high school employment were met. The goal was 80 percent, the project attained 81.3 percent; of these percentages, 29.3 percent were employed and 52 percent were engaged in education programs.

The work-study program was designed to focus primarily upon the needs of those students who will enter the world of work on a full-time basis after graduation from high school. The presence of economic pressures and the failure of schools to provide students, especially dropouts, with employable skills suggest the need for work-study programs which will develop skills, activities, and experiences leading to employment and which will provide some modest remuneration for students while they are still enrolled in school.

The major purpose of the program is the entrance of these students into occupational fields in which their potential to succeed is great and in which their opportunities are commensurate with their inclinations and capabilities. Each student emerging from a work-study program should be nearly assured of work success in terms of his own abilities and desires.

For some students, experience in a work-study program may cause them to realize that more extensive formal education is required to achieve their goals than they had formerly believed. The realization then becomes an appropriate step toward an accomplishment of the primary purpose, "successful employment."

The entry of graduates into vocations which have high probability of continuing employment opportunities or their entrance into higher education are the "end product" objective sought by the work-study program. In addition, some students may perform successfully in a work-study program and desire to enter full-time employment prior to completing school. For such potential dropouts an end objective will be placement in full-time employment.

Work-study students are drawn from the junior and senior high school classes. Occasionally one will be accepted who is at least 16 years of age but who has not reached junior status. Students work one-half day at the site of the cooperating employer, with the exception of the McGraw-Hill students who spend the full day at the site. Half of the day is for instruction by a business teacher on that site and the other half for work on the job.

There are 11 work-study teacher-coordinators, all

of whom have teaching certificates or industrial art certificates and who receive additional training through Project STAY in advisory techniques. In addition, there is a part-time administrative assistant who serves as the work-study coordinator, and a part-time secretary.

There were 436 students participating in the work-study program, an average of 351 each semester; 90 percent of them completed the semester program. Job attendance of work-study students in 1972-73 was 89.1 percent. School attendance of the work-study students was 87.8 percent. Attendance of work-study students was higher than that of the total student body.

In this program students are paid for working up to 15 hours per week. They work half time and attend school the other half. Pay is arranged in the following way:

- \$3.00 per half day to the student
- Student paid by the hour by Project STAY for 15 weeks, then paid by the employer
- Pupils paid by the employer.

There are 11 categories of work programs. In each there is a teacher-coordinator who teaches a work-related class, supervises students, and serves as a liaison person between the employer and the school. The coordinator works to develop the following characteristics, attitudes, relationships, and impressions in all job areas:

- Getting to work on time
- Getting along with other employees
- Dependability
- Honesty
- Loyalty
- Giving a day's work for a day's pay
- Using correct language when communicating with others
- Appreciation for the work area
- Compensation for working in the area.

Following are the areas in which we have work-study programs:

McGraw-Hill Publishing Company
Sinclair Oil Company
Horticulture (Missouri Botanical Garden)
House Trades
Sales Services
Hospitals
Professional Aides
Child Care
House Trades.

Following are examples of the three types of programs:

I. House Trades Program (pupils receive a stipend of \$3 a day)

Work Area: Operations and skills the pupils are exposed to and hope to acquire.

Plumbing: Layout; expose, cover, and clean sewer lines; install pipes, soldering and sweating joints; cutting and threading pipes; install hot-water heater and down spouts; killing taps.

Cabinetmaking: Make display fixtures operate; use all machines, tools, and equipment common to woodwork; production work using jigs; know types of materials.

Carpeting and Tiling: Install carpet and tile flooring; install wall tiling (both ceramic and composition); use of all tools and equipment in this area.

General Construction: New construction repair and rebuild old buildings; use tools, equipment, and machines of carpentry and closely related areas. There are plans to build a house from the ground up, to be known as the Soldan House.

Electrical Installation: Install new wiring; repair and trouble shooting. Install electrical systems, both commercial and residential.

Painting: Painting by brushing, spraying, and rolling; removing paint; mixing paint; learning the processing of paint manufacturing.

Sheet Metal: Sheet metal fabrication for heating, cooling; making down spouts, guttering, flushing, ducts for heating and cooling; operating all tools and equipment and machines in the areas of sheet metal.

Architecture: Drafting, blueprinting, copying, sketching, drawing, and routing of messages and materials of an architect's office.

All of the above work areas provide the pupils with summer work and employment after graduation. The areas of plumbing, electrical installation, construction, and painting could lead to apprenticeship training.

II. McGraw-Hill Program (pupils paid by the employer)

General Clerk: Answer telephones, maintain files, separate and distribute invoices, duplicate correspondence.

Clerk-Typist: Duplicate, answer and type correspondence to customers, receive and route customer calls, maintain files.

File Clerk: File and retrieve customer orders alphabetically, geographically, and numerically.

Mail Clerk: Distribute and pick up intercompany outgoing and incoming mail, using postal meters for weighing mail.

Art Production: Make paste-ups of copy for unpublished books, count words to determine cost of unpublished books.

Warehouse: Locate books to fill customer orders, package books for mailing, weighing boxes and apply correct charges.

III. Professional Aides Program (pupils paid half by the project and half by the employer).

Pharmacy Assistant: Stock shelves, fill drug drawers, fill some drug and supply orders, work each register, help older persons sign names and addresses, etc., take inventory. Check incoming stock, type prescription labels and learn names of drugs. Sell money orders and stamps, and keep accurate records.

Medical Doctor's Assistant: Service patients, weigh patients, take temperatures, take urine specimens, file records, answer phone, make appointments, help with billing, take blood pressures, clean up after patients, type prescriptions, log patient records, and type back-to-work statements. Assist doctor with patients.

Dental Assistant: Service patients, help during surgery, remove stitches, take X-rays and develop them, wash and sterilize instruments, answer phone, chart patient records, and help with billing. Type. Make appointments and make out supply orders.

Dental Laboratory Assistant: Pull and file patients' records, stock supplies, develop cement, pour models of patients' dental impressions, label models.

Secretary: Type; file; run collating, duplicating, and mimeograph machines; answer phone; help with monthly billing; make phone calls; type contracts and letters. Show displays to customers, promote company business, keep office area neat and tidy.

Museum Library Assistant: Mount slides, file slides, use Xerox machines, answer phone, shelve books, file pamphlets, repair cracked slides, put backs on thin pamphlets, make book plates, put pocket in books, do some typing, and run errands. Make copies of pictures. Prepare slide kits, file information sheets, make records of files on old objects, transport different materials and objects to areas of the museum, and observe different objects and materials which are brought into the museum.

Nutritionist Aide: Help in clinic. Assist nutritionist with patients, both sick and well. Assist with prenatal care of patients in planning diets, etc. Distribute pamphlets and materials relating to nutrition. Student will assist after training in nutrition classes.

Woodwork Trainee (U.S. Coast Guard Carpenter Shop): Bake boards in electric heater; use drill tools, make signs for Coast Guard; stack boards; mark and drill holes in sign boards; cut paper different sizes and shapes with paper-cutting machines; learn to measure accurately; learn to use hammers, knives, measuring devices, electric drills, and screw drivers.

Many problems were encountered in working with the work-study program. The most serious problem was that of getting students to and from the job. We solved this by providing transportation on buses owned by Project STAY and by buying passes for use on public transportation. To satisfy employers whose work position required higher entry-level skills than the average potential dropout possesses was another problem. To solve this we sought candidates among the more skilled students who are dropout prone. In cases where cooperating employers begin with set expectations regarding employees' work attitudes and habits, the teacher works with the employer regarding adjustment time and with the student regarding work expectations. In instances where employers sought reasons to dismiss students shortly after the payroll was transferred from the project to the employer, discussions were held with the employer and a cooperating employer agreement was drawn up to clarify responsibilities and expectations.

The work-study program follows the normal school calendar with the exception that it begins 2 weeks later than regular classes. Students receive credit for participation in the work-study program. The student follows a regular school schedule with the half day of work occupying either three morning periods or three afternoon periods.

Costs to Project STAY for Work-Study Program:

<i>Year</i>	<i>Cost</i>
1969-70	\$267,535
1970-71	\$288,527
1971-72	\$289,376

Simple Per Pupil Costs:

<i>Year</i>	<i>Students</i>	<i>Costs</i>
1969-70	300	\$891.00
1970-71	326	\$885.00
1971-72	322	\$898.00

By not including prorated cost of transportation (including bus driver salaries) and by persuading employers to bear a greater part of the salary for students, the cost can be reduced dramatically. A student prevented from dropping out will save a large amount of money. Our present cost for the delinquents in St. Louis is \$1,601 per student. Every student we save through Project STAY makes that cost less.

The Exemplary Projects Study of the Office of Education under the direction of Dr. Edmund Gordon of Teachers College at Columbia University has prepared a paper which includes the Project STAY Work-Study Program. For additional information contact Ms. Carolyn Ralston, Project Coordinator, Box 53, Teachers College, Columbia University, New York, N.Y.

THE COUNSELING LEARNING CENTER

Realizing that a potential dropout can be recognized long before the student enters high school, the project moved into the elementary school. To work with the school in an effort to get at the problem early, a Counseling Learning Center (CLC) was established in the Clark Elementary School.

The purpose of the CLC is to relate to the guidance and learning assistance needs of the school, working with pupils referred as potential school dropouts, and provide technical assistance to teachers in the regular classroom to anticipate and creatively respond to potential problems. As such, it is both a crisis-intervention and instructional change-program.

The center is part of a buildingwide effort to help children with problems and develop ways of improving the functioning of all children. By dealing with this within the building and in this manner, the center emphasizes the importance of working with the child primarily within his environment at, or as close as is possible to, the time when the difficulty is experienced.

By working with teachers, parents, school administrators, and other significant individuals in the school life of the child, the CLC can develop insight into the nature of school adjustment difficulties and learning processes, and can help to develop realistic ways of translating this knowledge into meaning and effective plans of action for individual children.

Believing that every child has a right to develop to his fullest potential and should be motivated toward reaching that goal, the CLC aims to:

- Develop skills in diagnostic and responsive teaching procedures.

- Create an individualized treatment program for student referrals.
- Assist teachers in modifying their instructional and classroom management procedures for CLC student referrals.
- Develop new behavioral management and instructional techniques which will be demonstrated by the center staff for the benefit of teachers, hopefully to be utilized in their classrooms.
- Initiate contacts with parents and appropriate community agencies.
- Involve teachers in case conferences and program planning sessions.
- Develop specialized materials and new instructional approaches in remedial and creative teaching.
- Build a resource center of materials and activities for teachers classroom use.

The center staff is comprised of an instructional coordinator, a learning resource specialist, a counselor, a social worker, teacher aide, and student tutors. Despite the unique skills possessed by each staff member, the team effort exercised in the center and the specific nature of the center model allows for considerable overlapping of duties for the effective use of all services available.

The instructional coordinator is the coordinating member of the CLC team who serves with the assistance of the center staff to plan, implement, evaluate, and supervise the instructional and behavioral activities of the CLC and total school to assure the effectiveness with which programs are carried out and goals are met. To adequately perform this function she must assume leadership in promoting instructional change; establish operational procedures for the CLC; develop a curriculum resource center of materials purchased or on loan from publishers for evaluation, planning, and directing inservice workshops; prepare and collect data for reports as required; encourage the use of CLC services and materials by the staff and parents; serve on planning committees related to Project STAY developments; and participate in other instructional activities as necessary.

The learning resource specialist focuses on the teaching-learning process, involving acquisition of skills, remedial and corrective methods, and diagnosis. The learning resource specialist examines the total child to correct learning deficiencies. Collection of data includes diagnostic information, exploratory teacher and parent conferences, telebinocular and audiometer tests, and classroom observations. With

this information collected, she is able to write a responsive teaching plan and make recommendations to the classroom teacher. The child is then scheduled into the center on an individual basis along with children or small groups having similar difficulties.

In addition, the learning resource specialist maintains direct contact with teachers by presenting classroom demonstrations of new techniques and materials. She works with small groups of children in the regular classroom after goals have been established with the teacher. The learning resource specialist assists the classroom teacher during crisis intervention periods in the CLC.

As a member of the CLC Team, the counselor must be primarily concerned with intervention and consultation involving behavior which is basically of an emotional or social adjustment nature. The counselor works with children, teachers, parents, and team members concerning these matters of behavior and overall school adjustment. With the children the counselor's role is that of friend and confidant as well as a person who will actively work through a problem with them.

The counselor's duties include such activities as observing children in the classroom and on the playground, counseling individual children and small groups, conferring with teachers and parents, participating in classroom activities involving developmental guidance, and planning and conducting inservice workshop activities related to guidance.

The social worker's role as a member of the team is to gather information regarding a child's family and home environment and to share this information with the other team members. This information will be obtained by making home visits and through parent conferences at the CLC. The social worker will give feedback to parents regarding the child's diagnosis, how the center is working with the child, and the progress the child is making. The social worker will make suggestions to the parents of ways they can be involved in helping their child. When necessary, the social worker will refer parents to other agencies for additional assistance.

The teacher aide is a paraprofessional who serves as assistant to the CLC team, implementing various aspects of the program for the learning and behavioral management activities as in specific areas related to remediation.

The teacher aide:

- Becomes familiar with the total program and operations of CLC.
- Performs such clerical functions as filing, record-

keeping, roll-taking, grading papers, and operating machines.

- Develops and maintains good rapport with students.
- Tutors individual and/or groups of students.
- Supervises tutors when necessary.
- Supervises classroom activities in the absence of teachers involved in CLC consultations.
- Gathers and assimilates materials.
- Prepares activities as specified by a master teacher.
- Makes home contacts with the *knowledge* of a team member.
- Performs other related duties as required.

High school students, supervised by staff members of the center, tutor individual students assigned to the CLC. The tutors assist in preparing activities and performing light clerical, library, and housekeeping functions of the program.

A system for referring students to the CLC is necessary for the smooth operation of processing and assisting students needing the center's services. Referrals should have an IQ of at least 81 and will be classified according to the following categories: 1) learning, 2) counseling, 3) home, and 4) crisis.

In recommending students for treatment, teachers are to indicate the type of referral and briefly state the existing problems.

Referral recommendations may be made by any of the school personnel, a parent, or any other person having significant effect on the school life of the child.

A child referred to the CLC for learning disabilities should have one or more of these deficiencies:

- At least 1 year or more behind in reading, arithmetic and/or spelling for students in grades 2 through 6. Teacher recommendations are acknowledged for students of kindergarten and first grade.
- Poor physical skills—These include posture, transport, and orientational skills; position in space; body awareness; and knowledge of direction and lateralization.
- Poor perceptual motor skills—These include auditory discrimination; memory and orientation of sounds, words, and sentences; and visual discrimination, memory, and orientation of letters and words.

After careful observation, students who habitually exhibit one or more of the following characteristics would be considered possible counseling referrals:

- Very aggressive (initiates fights and/or involved in fights constantly, for no apparent reasons).
- Very withdrawn (anti-social, seldom recites, does not play with peers).
- Disrespectful to adults to an *extreme* degree.
- Has the ability to perform but does not seem to care.
- Has poor image of self (downgrades himself and/or thinks he can't do anything).

A home referral should be made after the teacher has made the initial parental contact and finds that any of the following factors in the child's home environment is interfering with his school:

1. *Attendance*
 - frequent absences due to truancy
 - Frequent absences due to parent keeping child home for babysitting or other unsatisfactory reasons
 - Excessive tardiness
 - Frequent absences due to illness
2. *Inadequate parental supervision, care, or concern*
 - Lack of proper food
 - Poor hygiene
 - Lack of adequate asleep
 - Lack of adequate clothing
3. *Home crisis situation such as death of a parent.*

Crisis periods are scheduled in the CLC twice daily (from 11:30 to 12:00 and from 2:45 to 3:15). These periods provide a cooling-off period for the teacher and pupil and serve as a release valve for mounting

tension on both sides, by removing the child from a possibly explosive situation.

Referrals categorized as "crisis" are determined by continuous disruptive behavior patterns displayed by a student, prior to the time modules stated above. Children displaying extreme forms of aggressive behavior in the building or on the playground are eligible for CLC services at any time during the day (at the time, or as soon as possible after, the act occurred).

Certain evaluative criteria are necessary for the assessment of a crisis referral. We used the following behavioral characteristics:

- Temper tantrums
- Belligerent outbursts
- Continuous crying
- Other crisis situations in the judgment of the teacher.

Recordkeeping is vital for the efficient operation of the CLC. In the handling of crisis cases, a record is kept on each referral to establish a pattern of behavior and to develop a treatment plan for each child who becomes enrolled in the center on a regular basis. Dealing with such referrals involves:

- Bringing or sending a candidate with another child to report the nature of the crisis.
- Engaging the child in some activity for calming purposes.
- Returning the client to his classroom.
- Possible enrollment in the CLC after the fourth crisis visit.

PROJECT EMERGE

Grant #OEG-0-9-450035-3362

Dayton Public Schools
Dayton, Ohio 45417

GENERAL SETTING AND RESULTS

LOCALE

Project EMERGE is located in the black-inhabited Model Cities area of Dayton, Ohio. The population of this area, like that of other inner cities across the country, has been opting for the suburbs when possible.

The economy of the city leans heavily on auto-related industries and two government installations. Many of the working parents are employed in foundries, tool and die shops, and civil service jobs. Many parents of students in the project are receiving Aid to Dependent Children (ADC). The overall economy of the area is hurting because of cutbacks in personnel by some of the major employers.

THE SCHOOL SYSTEM

The Dayton Public Schools have a student population of 50,802 for the 1972-73 school year. This figure has been steadily dropping since 1964-65 when student population peaked at 60,633. The combined enrollment for Roosevelt High School and its feeder, MacFarlane Middle School, was 2,612 for the 1971-72 school year. This has decreased to a student population of 2,312 for this year; the decrease is expected to continue next year.

Much of the decrease at these two inner-city schools has been due to the normal decrease in student population coupled with the open enrollment policy of the Board. This enables many students to go to any school they choose in the system if their transfer con-

tributes to racial balance. However, in the district court decision (February 7, 1973), the schools of the city of Dayton were found to be "racially imbalanced." The Dayton School Board was instructed to prepare and present a plan to alleviate the situation to the court.

The Dayton schools are also in a financial bind due in part to inflation. The cost per pupil was \$1,057 during the 1971-72 school year. This is an increase of \$84 over the previous school year. Federal and State funds amounted to \$142 of the total per pupil cost. The trend over the past 5 years has been ever-increasing cost.

The program was initiated in reaction to a high dropout rate at Roosevelt High School. The dropout was considered to be a symptom of deeper problems and not a problem in itself. The problems that were identified were low self-concept, low motivation, underachievement and the internalization of failure, irregular attendance, health problems, and disruptive classroom behavior.

The initial program was developed by a counselor at Roosevelt High School in consultation with personnel from the central office of the school board. They had become alarmed at the increasing number of dropouts at Roosevelt in particular and the city in general.

The original program was installed in Roosevelt High School, Grace A. Greene Elementary, and Weaver Elementary. This has since been revised and the program now operates in Roosevelt High School and MacFarlane Middle School. This change was

necessary due to the implementation of middle schools (grades 6–8) during the 1971–72 school year.

THE PROJECT

The combined enrollment of Roosevelt High School and MacFarlane Middle School is 2,311 students. There are 184 core students at the two schools. (A core student is one who has been identified as a potential dropout and is enrolled in the Math Lab and/or Reading Lab.) Students who are identified as potential dropouts must fall into one or more of the following categories:

- Stanines of four or less on the reading and/or math achievement section of the Ohio Survey Test
- Above average absenteeism (20 days or more)
- Referred by the school counselor or self-referral.

The last category takes into consideration students who do not fall into one of the first two but because of a trend of declining grades, rising absenteeism, or poor school behavior, the counselor or the parents of these students request that they be enrolled in EMERGE activities.

The project has touched all students either directly or indirectly through the programs being administered at the two participating schools. Students who have been directly affected are those who have received counseling from the Project EMERGE counselor; instruction in the reading lab, math lab, language arts; been sent to the Shop; used the Student Lounge; been served by the EMERGE nurse; enrolled in the Automotive Professional Training course; or obtained a job through the project. Those affected indirectly are students whose teacher has used equipment of Project EMERGE or participated in staff development

programs, or who have received consulting services through EMERGE.

Presently there are 29 employees in Project EMERGE (28 full time and one part time).

The budget for Project EMERGE during the 1972–73 year was \$450,000 which was obtained through ESEA title VIII, funded by the U.S. Office of Education. There were 617 students involved in some phase of the project as of December 30, 1972. The cost per pupil was \$729.34. However, this includes all students who are or have been in some aspect of the program this year. During the 1971–72 school year 686 students participated in the various programs. The budget was \$650,000. This is a cost per pupil of \$947.52.

OVERALL RESULTS

Roosevelt dropout rate (14.9 percent in 1970–71) will be reduced by at least 15 percent (to 12.7 percent).

Dropout rate decreased to approximately 7.8 percent from 14.9 percent during 1970–71.

Roosevelt absenteeism rate will be reduced by 6 percent. The 1970–71 cumulative attendance was 77.3 percent.

Cumulative attendance for 1971–72 was 75.7 percent, a 1.6 percent decrease in attendance when compared to last year. It is a 1.6 percent increase in absenteeism.

Roosevelt semester suspension rate will be reduced by 6 percent. In 1970–71, 112 were recorded.

There were 35 semester suspensions this year and 112 last year, a decrease of 320 percent.

Priority students will be absent 10 or fewer days each semester.

Dropout Rates for Roosevelt High School: 1967 to 1972*

Grade	1967–68		1968–69		1969–70		1970–71		1971–72	
	No.	Rate (%)	No.	Rate (%)	No.	Rate (%)	No.	Rate (%)	No.	Rate (%)
12.....	51	12.5	39	8.4	32	10.7	36	10.9	27	9.2
11.....	89	17.7	57	13.2	53	15.8	58	18.2	38	10.2
10.....	103	20.4	86	19.5	70	16.5	87	18.2	36	3.0
9.....	129	20.3	97	15.6	63	12.6	77	14.7	26	5.6
S.E.....	N/A		N/A		29	14.4	14	8.0	6	5.4
Total.....	372	18.1	279	14.2	247	14.0	272	14.9	133	7.8

*The rates for 1967–71 were recalculated using the Office of Education formula. The rates for 1971–72 were calculated by the evaluator using LEA formula.

Roosevelt

57 percent met objective first semester.
49 percent met objective second semester.
54 percent met objective year.

MacFarlane

75 percent met objective first semester.
67 percent met objective second semester.
70 percent met objective year.

COMPONENTS

READING

The reading program was established because many of the students are reading well below their capabilities.

It has been recognized for many years that success in reading is essential to success in school. Thus by increasing the reading level of the student, we also increase the probability of success in school. Therefore, the main objective of the reading lab is to increase the student's reading level.

Most of the reading disorders in an area such as Dayton's west side are related to an experiential lag and lack of success in reading in the elementary school, rather than organic or emotional disorders. This lag can be defined as a simple lack of reading experience. It may date back to the years when they were developing reading skills and therefore makes many students functionally illiterate. Involving them in a daily reading program not only brings about a sense of literacy, but involves them in dozens of successful life experiences which they would otherwise not have had.

The target population consists of approximately 80 students. These are mainly ninth-graders; however, other grade levels are not excluded.

The students placed in the reading lab have stanines of four or less on the Ohio Survey Test—Reading. The participants are then retested to determine their present reading ability. This is determined by the Nelson Silent Reading Test. After the overall level is determined the students are given placement tests in other reading materials (ex: Imperial Reading Series).

Students who were not identified initially by the project may be placed in the reading lab for various lengths of time. This is accomplished by the language arts teachers recommending a student for placement. The student may attend the reading class 2, 3, or 5 days a week for varying lengths of time depending upon his need.

The lab is staffed by a reading specialist, aides, and consultant assistance when requested. The spe-

cialist and aides report to the curriculum supervisor. The reading specialist should be certified in the language arts field with courses in reading, especially in remediation techniques. This should be coupled with 3 years of successful teaching experience in a lab with some knowledge of and/or experience with inner-city youth.

The reading specialist was involved in continuous inservice, block-planning, and implementation of the Individually Guided Education Learning Program. The teacher-aides were involved in 4 months of continuous inservice with a reading consultant sponsored by the Model Cities education component.

The reading specialist has background in elementary education and special reading techniques and has served as a reading specialist for Dayton Public Schools. The teacher taught many years before she was a resource teacher. As a resource teacher she taught identified students in the morning and worked with teachers in the afternoon. The only drawback was that the transition to older students was difficult at first. However, this was more than compensated for by the experience gained in teaching remedial reading. The second quarter of the 1st year she got her first teacher aide, a Career Opportunity Program (COP) trainee. The class was supposed to have two aides; however, this 4th year is the 1st year that the specialist has had two aides. The aides are invaluable for grading papers, checking attendance, and helping with small groups of students.

The equipment and materials used in the lab are varied. Some of the most important items follow: tape recorders, record players, overhead projectors, Imperial Reading Tapes, Holt Paperback Book Series, Imperial Oral Lab, SRA materials, Controlled Reader, Read Along Series, story film strips, and Kottmeyer Basic Reading Skills. The students use additional learning materials such as crossword puzzles, short stories, and newspapers.

Students are administered the Nelson Silent Reading Test for overall grade level ability. They are then tested again for placement in SRA materials. Each

student then has an individual program of study mapped out for him or her. The program of study will include daily work on phonetics and structural analysis and comprehension skills, supplemented by other activities (i.e., crossword puzzles, worksheets, vocabulary sheets, etc.).

The only results presented here will be for the 1970-71 and 1971-72 school years.

During the 1970-71 school year 62 of the 81 first-semester students took both the pre- and post-test; 45 percent met the objective of a 1.5 grade-level increase and 95 percent of the students did increase their reading level. The overall result was an average increase of 1.43 grade levels.

The Project EMERGE reading lab at Roosevelt High School served 69 students. Forty-one students took the pre- and post-Nelson Silent Reading Test during the 1971-72 school year; 100 percent of these students demonstrated an increase in their reading level; 81 percent met the objective of at least a 1.2 grade-level increase. The average increase was 1.99 grade levels. In addition to the Nelson Silent Reading Test, the Slosson Test was also given. Twenty-six students took both a pre- and post-Slosson Test; 92 percent increased their reading level; 54 percent met the objective. The average grade-level increase recorded on the Slosson Test is 1.21.

The program's success may be partly explained by the survey conducted during the 1970-71 school year. A student interview summary was prepared by the Southwest Ohio Educational Research Council and the findings indicated that the reading lab was the most interesting EMERGE course. Of the 31 students surveyed, 22 found the course interesting while 5 were indifferent, and only 4 found it uninteresting. During the 1971-72 school year a student-teacher/student-student interaction questionnaire was developed and administered. The reading specialist was rated satisfactory by a larger percentage of students than any other EMERGE teacher. These two items may point to part of the reason for the success of this reading program.

SUGGESTIONS FOR REPLICATION

- Reading teacher, at the secondary level, should have course work or experience in counseling techniques.
- Reading teacher should have the training that is required for primary and elementary reading teacher so that many levels of deficiency are served.

- Students should not be separated and labeled.
- The room should be large enough to accommodate the students when they are doing diverse activities.
- There is a need for adequate, accessible storage space.
- An office should be provided for the reading specialist, adjacent to the lab.
- Area should be made available where one-to-one or small-group tutoring can take place while the rest of the class is working.
- The room should be situated to minimize distractions. This should include good acoustics.
- The reading specialist should be chosen with utmost care because the success of the course to a large degree depends on this person.
- If reading programs are already in the lower grade levels, care and planning should be made to coordinate these. As little duplication of materials and methodological approach as possible should occur.
- Classroom should be housed in a room with adequate ventilation.
- Course in auto service should be at introductory or elementary level.
- Class should be small to make it easier for practice and demonstration of program.
- If possible, area should be large enough for vehicles to enter.
- Ample supply of various mechanic's tools should be in stock.

AUTOMOTIVE PROFESSIONAL TRAINING

The Automotive Professional Training (APT) program was initiated at the beginning of the 1970-71 school year. The year before students had expressed a desire for an automotive class. It was felt by the project that vocational classes have a greater holding power than academic classes to the potential dropout.

The APT class is designed to train students in service station procedure and practice. The student's knowledge is gauged by successful completion of a 12-unit test put out by Shell Oil Company.

Any student who has an interest in automotives may participate in the course. No discrimination is made by grade level or sex. The first semester of the 1972-73 school year the APT class had 43 students; the second semester, 73.

The APT instructor was a work counselor with the Cooperative Education component before taking the teaching position. He received training in the Shell

Oil Company Dealers Training program and is presently taking education courses to obtain certification for vocational teaching.

Located in the basement of Roosevelt High School, the room has permanent tiered seating. There are no exits to the outside, which has caused problems with ventilation. Storage space in the room is adequate but this has been at the expense of demonstration and work space. Students do work in a small garage outside when the weather is permitting. However, it is too small for the instructor to hold demonstrations during inclement weather.

Many of the equipment needs were filled by Shell Oil Company. Some of the main equipment used in the course are mechanic's tools, auto scan, wheel balancer, tire changer, engine simulator, wiring boards, test panels, films, and workbooks. The one item always in need is mechanic's tools. The other equipment and supplies needed were purchased by the project.

The 12 units covered by the Shell Sentinel Service are: Five-Stop Service, motor oil, oil filters, air filters, batteries, salesmanship, credit card, brake work, engine simulator, tune-up analyzer, tire and tube repair, and wheel balancing. The unit is taught by lecture, film, workbook, and demonstration. The students are also given the chance to practice the unit they are studying at the time.

During the 1970-71 school year 96 percent (45 of 51) of the students completed 10 of 12 training units satisfactorily. The reason for not completing the other two units was the absence of equipment. Many of these students were placed on jobs in service stations or related businesses.

During the 1971-72 school year a total of 55 students participated in the APT program. Ninety-one percent or 50 of the students scored 75 percent or better on an all 12-unit test. Only five of the students failed to meet the objective. Forty-five students received a Certificate of Completion from Shell. These

45 comprised 82 percent of the Automotive Professional Training class participants.

THE SHOP

The Shop was known as the Crisis Room when it was first established during the 1970-71 school year in response to a growing number of out-of-school suspensions. Many were the result of poor self-control on the part of the student. This could range from an act of refusing to sit down in class to engaging in a fight with another student.

The Shop is designed to deal with the problem immediately after its occurrence. The student who is causing a problem is referred to the Shop for varying lengths of time, remainder of the class period, remainder of the school day, or an in-school suspension up to 10 days. During the students' stay they will engage in rap sessions, role-playing, small-group counseling, schoolwork, or anything that is needed to help them. The aim of the Shop is to help the students become more aware of the consequences of their actions, thereby reducing the chance of suspension out of school.

Any student at Roosevelt High School can be referred to the Shop. The students referred can be of any grade level or sex as long as they were involved in some troubled situation.

The Shop is presently staffed by two full-time employees and student aides. During the 1st full year (1971-72) of operation the staff consisted of three full-time employees. One employee left early in the second semester and was not replaced. Another staff member left near the end of the 1st year of operation and was not replaced until the beginning of the 1972-73 school year.

At the present time the one staff member is completing work on a degree in counseling. Previously she was a tutor and teacher. She has an undergraduate degree in English with minor in sociology. The other individual is a high school graduate and an ex-convict who does not want young people to fall into the same trap. Qualities needed to work in the Shop are patience, open-mindedness, level-headedness, liking for people, and even temper.

The Shop is located in the basement of Roosevelt High School. The room has a bare concrete floor, no windows, and is lighted with bare bulbs which hang from the ceiling. The room is equipped with two desks, a file cabinet, six movable wood partitions, six tables, 15 chairs, reading materials, and some

Cost Effectiveness

	1970-71	1971-72	1972-73*
APT Salaries	\$7,036.56	\$ 7,323.95	\$3,991.90
Equipment and Supplies	234.00	3,118.19	1,005.00
Total	\$7,270.56	\$10,442.14	\$4,996.90
Pupils Served	51	55	43
Cost per Pupil	142.56	189.86	116.21

*First semester data only.

games. This equipment is supplemented by tape recorders, camera, and walkie-talkies.

The most effective way to explain the activities and process in the Shop would be by presenting examples of cases that have been referred. The following cases should give a good idea of what type of problems are referred and how they are handled.

In one case a teacher sent a student to the Shop because the student "keeps on bothering me and does not settle down." According to the guidelines for referring students to the Shop, it is evident that this student should not have been referred. However, since the student was sent, the worker in the Shop counseled with the student and later with the student and teacher. There are instances such as this when immediate counsel is set up with the teacher and student.

In another instance a student was suspended to the Shop for 10 days. The student was pushed into the classroom by the teacher. The student told the teacher that he would slap her. He did slap her lightly on the face. The reason he gave for not being in class was that the teacher was late. During the student's time in the Shop he participated in rap sessions and did class assignments.

One student was sent to the Shop for walking out of class. He had been to the Shop earlier in the school year for fighting. The student participated in rap sessions and did class assignments. It was decided that a parent conference was needed so one was arranged. Through the conference it was found that the student had spent 2 years in the Children's Diagnostic Center for emotional problems. He suffers from extreme nightmares for which he is taking prescribed medication. He often acts on the spur of the moment and can be violent. He has set fire to houses, destroyed furniture, broken windows, etc. The Shop personnel notified the teachers to send this student to the Shop any time he acts up or talks to himself, and the teachers were also cautioned not to provoke him unnecessarily at any time.

These cases are just a sampling of those the Shop receives daily. Approximately 800 cases were handled during the 1971-72 school year.

The Shop has helped in greatly reducing the number of out-of-school suspensions. Instead, the students now receive in-school suspensions which are spent in the Shop. While the students are in the Shop, they participate in rap sessions to try to resolve the problems related to their referral. They are also assigned schoolwork to do while out of class. It is the general consensus of the administration at Roosevelt High School that the Shop has had a positive effect in re-

ducing the number of suspensions and has also helped to reduce tension in the school.

The reason for the reduced tension can be explained in terms of the alleviation of the power game. Now when a student attacks the teacher's power by disrupting the class, using profanity, threatening the teacher, etc., the student is referred to the Shop. The Shop becomes the disciplinarian or problem-solver and not the teacher. This reduces the tension between the teacher and student. The Shop has also had instances where the teacher sits in with the student and they work out the problem together. No longer is the teacher always right, and the student always wrong.

The evaluation of the Shop entails a survey of all persons who have referred students to the Shop. The person referring the student is asked to rate the degree to which the Shop and its referral system have improved each student's behavior based on the reason for which the student was sent. This survey is administered at the end of each 9-week period. There were 791 referrals during the 1971-72 school year and in 63 percent of the cases the teachers felt students were less disruptive after being sent to the Shop. Two surveys have been conducted during the 1972-73 school year. Of 221 students who could have been evaluated, 194 were evaluated. There were 146 students of the 194 that the teachers or administrators felt were helped by being sent to the Shop. The Shop was considered to be of no help in 46 of the cases.

Cost of the Shop and Number of Referrals

	1970-71	1971-72	1972-73*
Shop Salaries	\$5,701.00	\$16,735.76	\$7,830.00
Equipment and Supplies	393.00	115.90	77.25
Total	\$6,094.00	\$16,851.66	\$7,907.35
No. of Referrals....	N.A.	791	221
Cost per Referral..		\$ 21.30	\$ 35.78

*First semester data only.

The following should be given special consideration in replication.

- Special care should be given to location of the Shop. It should be away from high-activity areas.
- Remember that the people working in the Shop are going to make the program successful.
- The teachers and administrators who are going to use the service should be well-oriented as to what to expect.

- A good communication network between teachers, administrators, and Shop workers needs to be established.

STAFF DEVELOPMENT

Staff Development in Project EMERGE was instituted because many of the problems in the school are brought about by the instructional program. It is felt that through involvement of teachers in a planned staff development some of the problems will be alleviated. Staff Development at this time gears its efforts toward implementing the Individually Guided Education (IGE) process in approximately 15 classrooms. However, the important aspect of Staff Development is the process by which it has been instituted at Roosevelt High School.

This process has been greatly facilitated by the close cooperation of the project with surrounding universities. Personnel from these universities were used as consultants to supplement the already existing staff of the project and the local education agency. There is a need sometimes to hold inservice sessions away from the school building. In these instances the facilities of a local university (University of Dayton) have been used. Special courses have also been set up by the university to meet the needs of the teachers and the school. The Staff Development program, set up as a course, adds the incentive of graduate credit for the teachers.

The teacher enrolled in either coursework or workshops at a local university. These experiences were supplemented with meetings once a week. This was then used as the basis for further staff development in the areas of reading content, career exploration, and the IGE process. This was followed up by summer inservice sessions. In these workshops teachers were paid an hourly rate. They attended two such summer sessions, one in midsummer and one about a week before school opened.

This has been followed up by inservice training sessions during the 2d year. Three half-day inservice meetings will have been held during the year to follow up on what was started during the preceding year and summer. There are approximately 20 teach-

ers who met twice a week during their free period for inservice training. This training is mainly concerned with the IGE process and its implementation.

The staff, equipment, facilities, and target population would depend upon area(s) needing help at a particular school. However, the above elements should be designed to supplement the inservice training.

There have been a wide range of problems encountered. The number of outlets in a room used for inservice caused a problem. There was a need to use media equipment but there were not enough electrical outlets in the room in the right places. Hence, some media equipment was not used. Initially, there was the problem of obtaining teacher participation. As in any profession there were and still are some who do not wish to participate. The number has been greatly reduced by adding the incentive of stipends when possible.

The best gauge of success at this early date is the number of individuals who have participated in Staff Development. Through the first semester of the 1972-73 school year 134 persons participated in some inservice activities. These included teachers, administrators, clerical personnel, and paraprofessionals. A total of 15 people participated during the 1971-72 school year. There have been mainly two reasons for the increased participation: 1) the emphasis the administration has placed on staff development; 2) selection of one person whose main responsibility is geared toward staff development.

If Staff Development is to be instituted the following points should be noted:

- There should be as much input as possible from the individuals who are going to participate and many ideas should be used from this input.
- When possible, pay a stipend to participate. This is especially helpful in the beginning.
- One person should be responsible for planning staff development.
- The sessions should be as practical as possible. A theoretical background may be given but should be minimized.
- The sessions should use different people as resources unless participants want the same resource person to return.

CHAPTER XI

Adult Attitude and Student Retention Program

Grant #OEG-0-9-510331-3428

Shannon County Independent School District
Pine Ridge, South Dakota 57770

GENERAL SETTING AND RESULTS

LOCALE

The Pine Ridge Reservation comprises a community of 12,000 Oglala Sioux and a minority of non-Indians and non-Oglalas, mainly employed by the various Federal programs or the Bureau of Indian Affairs.

The Pine Ridge Reservation, an area covering 5700 square miles, is under the total jurisdiction of the Bureau of Indian Affairs. It consists of eight districts, each containing educational facilities. These educational systems vary from elementary day schools to total K-12 programs at Wanblee, Kyle, and Pine Ridge.

Although under the jurisdiction of the Bureau, there is a tribal government or council which has some administrative power and is attempting to deal with some of the reservation's problems. Twenty-one council members are elected every 2 years in a general election. The situation at Pine Ridge has become tense in light of the immediate changes demanded by the American Indian Movement. One major problem is that an estimated two-thirds of the Oglala Sioux live below the national poverty level. More housing, more employment, more resource development, and more education are all very much in demand to make life on Pine Ridge more worthwhile.

THE SCHOOL SYSTEM

Four schools are primary target areas for ESEA title VIII: OCS Elementary, Middle School, OCS High School, and Loneman Day School with an ex-

tension of effort including Wanblee and Flandreau Indian Schools. A total of 2,486 students are directly affected by program activities. The number of parents, teachers, administrators, and school board members must be included at an estimated figure of 2,500 because it is with those adults that the program hopes to create long-lasting positive change.

SPECIAL FACTORS

The economic, political, and social conditions on this reservation must always be kept in mind when considering the effectiveness of this project. Statistics indicate that there is extreme poverty, unemployment, and an exceptionally high suicide rate when compared to national norms. There are, however, many encouraging signs of change. An awareness of needs at all levels is becoming more apparent and demands are being made on the Bureau of Indian Affairs, Tribal Government, and educators to *do something*. Parents join together and demand more funds for schools, school boards are seeking ways and means to take responsibility for their schools, and students begin to demand a voice in school regulations. All these demands are indicative of the first steps toward the ultimate goal—self-determination.

This is a crucial time for Pine Ridge. Now more than ever there is a need for trained leadership, community involvement, and educationally concerned and knowledgeable people to continue to demand quality education for their children. Only with a continuation of effective training programs can these needs be met.

A model has been proven viable for education by the Dropout Prevention program which now must concentrate upon the local system, accepting responsibility for implementation of successful models.

In the 2d project year organized management seminars were begun to provide updated opportunities for learning the various management techniques which continue through the 4th year.

The element for 1972-73 is called organizational development, which provides for team building, needs assessment, etc.

A community council or task force has existed since the program began—but has provided little opportunity for complete enrichment or involvement for obtaining specific goals. The 1972-73 project outlines resources and opportunities for involvement or reaching specific goals.

School boards elected by the community are becoming a viable force in education on the reservation. Since 1970, boards have been afforded resources by the project for elections and onsite and offsite training.

The remaining adult of the personnel change model is the classroom teacher. Many growth opportunities have been provided and continue to be provided. In statistical research, 1971-72, it was found at a significant level of .10, a greater self-awareness and better understanding of others following various inservice opportunities provided by the Dropout Prevention program.

OVERALL 1972-73 OBJECTIVES

- To reduce the dropout rate 5 percent more during the 1972-73 school year than in the 1971-72 year.
- To reduce absenteeism, as measured by official school record, to an average daily attendance of 85 percent.
- To individually diagnose and prescribe a specific inservice training program for 80 percent of all target school teachers, and to fully implement the inservice programs to 80 percent of the teachers who had them prescribed.
- To have facilitated a demonstration of commitment on the part of the Bureau of Indian Affairs toward the documented values and philosophies of the Dropout Prevention Project. This commitment will be evidenced by the BIA assuming funding responsibility for four activities previously funded by title VIII.

—Title VIII staff will write internal objectives for each component element and subelement by August 20, 1972.

OVERALL DROPOUT AND ATTENDANCE DATA SINCE 1969

The overall emphasis since 1969 has been upon the basic premise that if the adults will change and utilize all resources available in the most effective manner, it will be more beneficial and longer lasting for the students attending that institution. Thus the assumption is that personal change by the adults will cause institutional change which will in turn assist students with personal change.

In the 1969-70 school year there were listed 116 dropouts in the three target schools of Middle School, Loneman Elementary, and the High School. The total dropout percentage was 18.67 percent with the High School at 25.93 percent dropout rate for a single year.

In 1970-71 a total of 41 dropouts with a total percentage of dropouts in the target schools reduced to 9.84 percent with the High School reduced from 25.93 to 12.39 percent.

The 1971-72 school year found a slight increase in the dropout rate to 54, or 13.36 percent for all schools with the High School up to 13.90 percent.

To further describe the dropout increase, included in the interim status is the report on the percentages of the past program years. For 1969-70 no interim data are available. In 1970-71, all schools showed a 4.7 percent decrease. In 1971-72 the interim status showed a 5.1 percent decrease. The 1972-73 interim dropout percentage is 3.45 percent.

Attendance figures for 1969-70 show 84.1 percent; 1970-71, 86.3 percent; 1971-72, 84.2 percent. Interim attendance for 1972-73 is at 85.49 percent (High School—82.47 percent; Loneman—85.01 percent; Middle School—89.01 percent).

The Dropout Prevention program began in 1969-70, with home visitation aides who became attendance aides in 1970-71 and 1971-72, with the purpose of improving attendance.

In 1972-73 the project has abandoned the attendance-aide concept on the premise that the school as an institution and individual educators within that institution must face the responsibility of increasing attendance and reducing dropouts. Therefore, the position utilized as attendance aides has been redesigned for the classroom as teacher aides.

In 1972-73 there has been increased activity by

the school in meeting its responsibility concerning attendance and dropouts. Each Wednesday morning a meeting is held to review attendance and dropouts with the following in attendance:

- High School Principal
- High School Teacher Supervisor
- Girls Guidance Counselor
- Boys Guidance Counselor
- Home Living Supervisor
- Juvenile law authorities
- Dropout Prevention program representative.

OVERALL PROGRAM ADMINISTRATION 1972-73

Three different directors for this program have not affected the emphasis upon the adult change model or upon the management by objectives model with the following management concerns:

- Planning
- Organizing
- Staffing
- Directing
- Budget
- Communication.

PLANNING

Considerable planning has been included in the 1972-73 project design. In the period of rewrite, individuals representing the Tribe, BIA, administration, teachers, parents, and students were participants, both informally and formally. Members of the community council added considerable input to the rewrite.

Efforts are completed for the 1973-74 rewrite based upon inputs and periodic evaluation feedback from existing components and elements.

ORGANIZING

In June, July, and August 1972, intensive organizational workshops were held by Dropout Prevention staff, Bureau of Indian Affairs administration, Tribal Chairman and representatives, and High School and Elementary School staffs with the purpose of organizing specific directions for the 1972-73 school year. These sessions are presented in specific detail in the 1972-73 Dropout Prevention Report.

Principles of organized management procedures have been used extensively for staff operations and process-intervention techniques in both components. Specifically, our financial procedures and accountability for project objectives have been streamlined and made functional through better office management methods and communicative efforts.

STAFFING

The staffing recruitment was designed and implemented on a large scale to secure personnel with required expertise and most specifically independent decisionmaking abilities as demanded by the many and varied elements.

At the present time we are operating with full staff—nine professionals, two clericals, and 14 para-professionals.

The staff was selected by the director, one professional, and five local community members. The new recruitment procedures allowed for all but one position to be filled by persons of Indian descent.

DIRECTING

As indicated in the project rewrite and depicted in the graphic presentation of the staffing pattern, the management is designed to allow each individual to utilize maximum independent decisionmaking abilities. The products are delineated in the 18 major project objectives with many of the processes for obtaining the product developed by the individual staff member and coordinated into overall project goals with the director.

The swiftness of the operational pace and the need for the numerous day-to-day decisions by all element coordinators resulted in a staff decision for designated authority by the project director. However, when decisionmaking is decentralized it demands qualified and experienced persons at the level where the decision is to be made. Should the decisionmaking ability be deemed inadequate, then it becomes the responsibility of the director and the rest of the management team to intervene to provide new effective direction.

In the 1972-73 interim report the evaluator concurred with the project teams that there has been progressive activity in each of the eight elements with results and data of progress available on file concerning each element.

BUDGET

Within the past 3 months there has been considerable expertise added to the budget with the assistance of John Gulette, Consultant with Applied Management Corporation, Denver, Colorado. Immediate balances and expenditures are available for total project and element by element with a beginning introduction of cost effectiveness.

COMMUNICATION

The staff with their responsibility throughout the elements are involved in daily communication with all facets of the community, with the reservation leadership, educators, parents, and students.

Concerning structural communications, staff members have participated in three mass meetings, two parent seminars, and one PTA meeting.

A brochure with the description of the project components and elements with the 18 objectives has been printed and is in the dissemination process.

The project assisted the Tribe in producing a weekly newspaper for distribution throughout the reservation. Title VIII had first-page coverage in the first two issues as part of the newspaper emphasis on including substantial education information.

The Graphic Arts, a subelement of Curriculum, has provided one-page dissemination, school papers, etc.

One hundred copies of the project rewrite have been printed and distributed to community members.

One hundred thirty copies of the 1971-72 final evaluation have been printed and distributed nationally as well as locally.

Although effective, the communication must be continued with specific objectives designed and implemented prior to July 1, 1973.

PERSONAL CHANGE EFFORTS SINCE 1969

Since the conceptualization and implementation of the program there has been consistency in directing considerable resources toward adults with the premise that "If Adults Change, So Will Children."

Always, there have been adult seminars, beginning in 1969, with the parents who have students in the dormitories and all parents who have students in the Oglala Community School. In the 3d year, 117 seminars were conducted with statistical research to determine significant change in parental attitudes

that could influence the school. In the 4th year, the \$5 stipend was eliminated. Members of the community in a task force, with the commitment of the educational staff, will design procedures for encouraging parents to attend seminars.

TITLE VIII PROJECT IMPLEMENTATION- REPLICATION

The Shannon County Dropout Prevention program is different from all other dropout prevention programs in two ways: 1) by working primarily with adults, the program has been highly successful in reducing dropouts, and 2) the program has tremendous potential to continue reducing dropouts long after Federal funds have run out. By reducing dropouts from 139 to 42 within a 1-year time span, the program is proving that "If Adults Change, So Will Children."

The concept, "If Adults Change, So Will Children" was implemented through two basic components: Personal Change and Institutional Change.

The Personal Change component had three major elements. Institutional Change had five basic elements.

Component I, Personal Change, directs its resources at helping adults review and alter their attitudes and behaviors when they find more useful ways of helping kids.

Component II, Institutional Change, directs its resources at changing those elements in our environment which strongly influence how adults behave. Those influential elements which must be changed include school policies, curriculum, and the existing environment of the school.

The first component, Personal Change, was made up of three thrusts: Community Development, Diagnostic and Prescriptive, and Student Focus. The community development element involved a full-time staff member and used several techniques or activities to achieve its purpose. Some of these activities were an Action Task Council, mass meetings, and parent seminars.

Intervention in the educational process by community members was hindered by lack of communication. The Action Task Council, comprised of community members, was one tool used to alleviate this problem. Mass meetings were a function used by the Community Coordinator and the Action Task Council. To reach the greatest number of people concerned with education, regularly scheduled mass meetings

have been held. Parent seminars provided an opportunity for direct parent-teacher communication.

Diagnostic and prescriptive inservice provided for the personal and professional development of teachers, administrators, paraprofessionals, school boards, and dormitory staff. Three basic determiners of diagnosis were classroom observation, media, and evaluation teams. The prescription has included workshops in Interpersonal Communication, Research Utilizing Problem-Solving, Systematic Objective Analysis of Instruction, Instrument for Observation of Teaching Activities, and Human Potential. Other techniques include individual and classroom consultants, model school visits, and classroom management. Orientation and workshops for paraprofessionals and dorm staff were provided regularly.

Student Focus involved an election of a Junior Tribal Council that has since taken over some aspects of its own regulations and providing input into social and academic areas of school life. Some of these goals were for student exchange, student industry, and self-government.

The second component, Institutional Change, provides for Policy Review and Revision, Resource Consolidation, Curriculum, Indian Self-Determination, and Organizational Development. This component was aimed at structure and provision for structure.

It has been a contention among educators and laymen that the educational structure is too cumbersome to change. The Dropout Prevention program was opposed to this view, committing itself to proper research and intervention, through which change in policy and operation could be accomplished. The approach was to identify areas where effective intervention could take place, then to work at sections of those areas until a change process could be started.

A concept of area resource consolidation was perceived as a complement to all Component II elements, yet as a separate element. Major emphasis here has been one of efficiency with effectiveness. In attempts to bring about consolidation this program met with ostensible failure; however, that failure was negated by the fact that all local school boards *demand*ed their right to keep control in their hands. Self-determination was their goal. This goal is congruent with the overall title VIII thrust and brought about title

VIII strengthening of support for this area. Curriculum has been the most comprehensive element of this component as it realized the most expediency in dealing with the institution at the student-affect level—dropout prevention.

One method of intervention and change was technical inservice, not only in curriculum and scheduling, but also in environmental planning and administration. Future curriculum includes reading, math, science learning centers, open pods, resource centers for student research, professional teacher's library, communication centers, more vocational programs, and improved use of instructional materials taking into account individual needs.

The element intended to have the longest direct effect has been that of Indian Self-Determination. The history of education in Pine Ridge has been one of imposition by decisions made outside the community. Through this element an attempt was made to involve the local school boards in proper and related training in areas needed to provide total educational needs. In addition, local leaders, as well as non-reservation-based decisionmakers, are apprised of the transfer of decisionmaking to local school authorities and boards.

One major thrust of the project will be to demonstrate to national educators a successful cooperative educational model of the sharing of resources with Wanblee Day School and Flandreau Indian School. The mutual sharing of ideas, consultants, and materials will be a low-cost factor designed to provide the best education possible for Indian children with the resources available. Moreover, the continued sharing of resources will insure the future educational revitalization of the participating schools.

The final element of Component II has been the one needed to provide effective functioning in maintaining and directing the education process through periods of adjustment as well as stable periods. Organization Development touches administrators, Tribal leaders, teachers, parents, and students.

Timetables and schedules had been established for each element. These served as guidelines as some elements touched precepts and concepts too broad and diverse to be put on a schedule. Certain functions could be predetermined and programed accordingly.

PROJECT CADRE

Central Area Dropout Reduction Experiment

Grant #OEG-0-9-570169-3358

Seattle Public School District #1
Seattle, Washington 98122

GENERAL SETTING AND RESULTS

LOCALE

Seattle School District No. 1, at the time of this report, was divided into North, South, and Central Regions, each under the administration of an assistant superintendent and area administrator. The total budget for the school year 1972-73 is estimated to be \$106,137,192. The State contributes about \$34,-376,808. Estimated net tax collection from property taxes is \$49,870,058. Weighted enrollment estimate:

Kindergarten	2,643
Grades 1-6	33,915
Grades 7-12	35,097

Total Base Enrollment 71,655

The per capita expenditure for instruction in 1971-72 was \$873.

This year's budget, the largest in history, reflects the difficulties some of the students have brought to the school system. In 1968-69, with 93,219 students, the district staff, exclusive of Federal and special programs, totaled 6,468 personnel for a student-staff ratio of 14.41 to 1. Next year's enrollment is expected to be 74,321, about a 20-percent drop in 5 years; but the total personnel is pegged at 6,269 for a student-staff ratio of 12.47 to 1.

As throughout the Nation, the State of Washington is no exception regarding resistance to increased property taxes. It is also no secret that some of the rawest evils of racism are its spinoff: urban blight, the flight to the suburbs, decay of the inner city, destruc-

tion of open space, and the loss of the amenities of an uncluttered environment.

SPECIAL FACTORS

The economic depression of 1968-69 is still with the Seattle Model Cities area. Rather than diminishing over the years, it has increased, producing 30 to 35 percent unemployment in the Garfield High School attendance area. However, what seemed in 1968-69 to be depressing factors regarding dropout—absenteeism, and general apathy in respect to learning—have lessened markedly by mid-1972. After 3 years of title VIII, children have decreased their absenteeism and increased their rates in reading and mathematics. The machinery for identifying our children has been refined to such an extent that counselor, teacher, psychologist, parent coordinator and component coordinator devise strategies together to identify the youngster who needs to be phased either in or out of the program.

Because of strained economic conditions in the area, the need for the schools to continue the title VIII program is greater now than ever. Also, continuing to care for the children who went through the program, beginning on the elementary school level and now arriving in the middle school, is of great importance.

The involvement of the parents and their interests in the accountability of title VIII in the various

schools and its continuation over the coming years has had its impact. There is much less apathy and despair, but rather a will to press for full continuation of the title VIII learning program.

SCOPE

Out of a possible 3,106 youngsters at the four schools, title VIII had 1,207 enrolled as participants in the various aspects of the program. All involved students had a deficiency in reading or mathematics, an emotional or a disciplinary problem, a low grade-point average, a long list of absences, or just no motivation and were easily persuaded to drop out of sight.

Specified objectives were: reduction of dropouts, reduction of absenteeism, reduction of suspensions, Work Experience program, improving reading, improving mathematics, and reduction of vandalism.

PERSONNEL

CADRE employs 77 people in the four components. The certificated personnel fill positions primarily dealing with the teaching of reading, mathematics, and counseling. Classified personnel include parent coordinators, service aides, instructional assistants, data collectors, secretaries, attendance supervisors, and assistants.

PROCEDURES

A typical Skills Laboratory Center was constructed at each of the four component schools some 4 years ago at the initiation of the title VIII program.

The laboratories vary in size and accommodation. Two have a capacity of 50 students, two others have only room for 25. Usually ordinary classrooms were converted, walls removed, science cabinets with sinks installed.

The Skills Laboratories were equipped with:

- 16 mm projectors
- tape recorders
- science supplies SCIS
- filmstrips
- tutor films—arithmetic fundamentals, algebra, chemistry
- bookcases
- earphones
- oscilloscopes
- calculators

- overhead projector
- microscope
- automatic tutor
- study carrels with sound equipment.

The title VIII CADRE program is reviewed every quarter by an external auditor hired by the program director, but totally independent from the program to be audited. The auditor's reports are to reflect an honest accounting of what is actually happening to students' attitudes, skills, levels of knowledge, and other factors relating to locally developed objectives and goals. The individual or firm entrusted with the auditing must have expertise in measurement and evaluation techniques, educational-research design, management-system analysis, data analysis, and comprehensive report-writing capabilities.

The internal auditor is an employee of the school district and a member of the title VIII management staff. His major concerns are to continually monitor the ongoing title VIII programs, facilitate and supervise the pre- and post-testing; evaluate, analyze, and correlate data; and advise the director on the basis of accumulated data analysis what actions are to be taken to further improve the program. As internal auditor, he furnishes the analyzed data for the monthly, quarterly, renewal grant, and final reports.

Additional community input is received by the Community Advisory Council whose major concern is to include the community in all decisionmaking processes. It was their suggestion to seek better communications between the Educational Motivation Center at Leschi and the teachers in the classroom, or to improve disciplinary measures at Meany Middle School for the 1972-73 school year.

A typical day for a Meany Middle School pupil would be as follows:

Period 1. Homeroom	Period 4. Electives
Membership in team	a) Choir
a) Language Arts	b) Band
b) Social Studies	c) Orchestra
c) Science	d) Art
	e) Vocational—1) wood;
	2) metal; 3) drawing

Period 2. Reading Lab

Period 3. Math Lab

Period 5. Physical Education

Each period is about 45 minutes.

At Madrona and Leschi, a child who needed individualized reading and math instructions would be assigned to the skills lab for two blocks of time daily. The student at Garfield High could take the reading, mathematics, and science laboratories for credit, as alternatives for taking the subject matter in a regular classroom setting.

The average ratio in the experimental schools is about 6 to 1.

A variety of feedback is applied to inform parents about progress of their youngsters. Pre- and post-test data are sent home if gains have been made; teacher-coordinator-student-parent conferences are set up; or progress reports are conveyed to the parents on a monthly or quarterly basis.

Field trips and accumulated free time have been used as motivational factors for pupils. All programs have moved away from a direct materials-reward system.

Reading and mathematics teachers developed materials for the children in their respective laboratories.

Parents were involved as volunteers in the halls, in the classroom, on field trips, in workshops, in a breakfast program, and as resource people. Monthly meetings were held with parents to air and discuss problems. The Community Advisory Council serves as the "eyes and ears" to the project director. A monthly, mimeographed 8x11, 20-page paper is circulated throughout the Central Area.

BUDGET

All program funds come from the U.S. Office of Education. The total cost of the program for 1971-72 was \$960,000. Cost per pupil of the program was \$795.

Formula: Total budget figure divided by pupil

$$\begin{array}{r} \text{participants} \quad \frac{960,000}{1,207} \end{array}$$

OVERALL RESULTS

The number of youngsters involved in the services of title VIII CADRE, in the four components, is as follows:

Garfield High School

Math Lab	243
Science Lab	205
Reading Lab	65
Work Experience	50
Counseling	295

Meany Middle School

Reading Lab	721
Math Lab	

Madrona Middle School

Reading Lab	125
Math Lab	

Leschi Elementary School

Reading Lab	95
Math Lab	
Total	1,899 students

Garfield High School

The dropout rate has been reduced by 52.61 percent from 1970-71 to 1971-72. However, absenteeism, skipping classes, and low academic achievement leave much room for improvement. Attendance procedures need to be tightened and an individualized reading, math, and science program, utilizing diagnosis and prescription, with accurate recordkeeping, must be made to function. Learning atmosphere has greatly improved in comparison over previous years.

Meany/Madrona Middle Schools

Both schools more than met their goal to reduce absenteeism by 20 percent over last year. In fact, the reduction was 29 percent. Reading recognition was increased by 2.7 grade levels (Meany Reading Lab only), and those mathematics pupils sampled revealed a grade level increase of 1 year as measured with nonvalidated instruments.

Leschi Elementary School

The absentee rate was decreased this past year by 42 percent. Mathematics pupils in the lab increased their performance by more than one grade level. The same may be reported of those youngsters who had "counseling only" from the title VIII counselor. They improved their math and reading level also by one grade level. The near doubling in size of the student load in the Reading Lab may have contributed to the apparent loss of efficiency in that component.

COMPONENT DESCRIPTION

Leschi Elementary School is singled out as one of the most successful components. During 1971-72, 160 kindergarten through fourth-grade pupils were involved in the Educational Motivation Center, or Basic Skills Lab, receiving individualized reading and mathematics instruction. The children qualify for the EMC by meeting one or more of the following criteria:

- 1½ reading grade levels below standardized norm
- previous absence record of 10 percent or more
- disruptive behavior in classroom

- number of office referrals judged critical for each student
- number of home referrals judged critical for each student.

Additional information relative to the child is pooled from the school nurse, the school psychologist, social worker, testing data on the title VIII reading and mathematics diagnostic test batteries, and finally, through a title VIII parent coordinator home visit.

A screening committee composed of the school principal, school psychologist, social worker, title VIII component coordinator, title VIII master teacher, title VIII parent coordinator, and title VIII research and program evaluator reviews all data. The committee renders a decision based upon the collective judgments of each member and invites the child for instructional membership in the EMC.

The primary product objectives focus on a 20-percent reduction of absenteeism during the school year 1971-72 as compared with the school year 1970-71, and an improvement in reading and mathematics by one grade level during the school year 1971-72.

The Leschi EMC has 12 staff members: Five instructional assistants (paraprofessionals); one instructional coordinator (certificated); two master teachers (certificated); one counselor (certificated); one clerk; one secretary; and one parent coordinator.

Facilities include two lab installations with carrels for individualized work and tables for small- or large-group instruction. The list of equipment used includes pacesetter recorders, Viewlex Previewers, cassette players, 16 mm projectors, tachistoscopes, Language Masters used with overhead projectors, phonographs, tape recorders, carphones, and the necessary software reading and math materials.

Data registered accomplishments in the basic skills area. The incorporation of a counselor as a member of the learning team, however, must be considered as having had a strong effect upon the entire Leschi Elementary School. The counselor emphasizes the preventive rather than the adjustive approach as a long-range goal. He is considered to be a consultant to teachers and parents; but he is also willing to deal with those crisis situations that teachers cannot cope with at a particular time. Through the counselor, counseling and learning personnel pool their knowledge and coordinate their resources as pupil personnel specialists, realizing that most youngsters do not develop or present problems that can be dichotomized as exclusively behavioral or learning.

The counselor member of the Learning Team is

concerned with intervention and consultation concerning adjustmental or behavioral difficulties, self-enhancement, emotional development, and related aspects of curriculum and the teaching-learning process. The role implies direct contacts with children (individually and in groups) and consultation with teachers and parents. The focus is upon both problemsolving and developmental guidance.

Evidence suggests that students selected for the project did not meet all of the criteria specified in the objectives. It seems important sometimes to apply sheer human considerations for taking a youngster into the program to alleviate a classroom problem. In any case, flexibility and dynamics make for a good program.

In reading, none of the grades met all of the objectives. The first and second grades made relative gains compared to preceding classes. The first grade made a 2.0 grade placement gain in reading comprehension. The second grade made a 0.85 gain in reading recognition; the third grade made a gain of 1.0. Sampling procedures used for first-graders may have produced results that underestimate the average gain which actually took place.

Students who were enrolled in the mathematics laboratory showed a mean gain of 0.88 grade level, despite the fact that the program did not get into operation until the second semester.

A very effective counseling program is underway for those students who demonstrated behavior problems. However, it is impossible to gauge the effectiveness of Leschi counseling unless data are reported for a group of high achievers (on pre-test measures) who did not obtain the counseling services. Many of the title VIII youngsters who were obtained differential reading or mathematics assistance in the centers were also obtaining counseling. It would have been instructive to test for the differential effect of the counseling process for these individuals as opposed to those who did not obtain such help.

METHODS OF DATA TREATMENT— LESCHI ELEMENTARY SCHOOL

1. Reduction of Absenteeism
 - a. A comparison of absentee statistics for the school year 1972-73 with the school year 1971-72.
 - b. The decrease of absenteeism during period beginning September 1972 to January 1973 (end of 1st semester)

2. Improving Reading
Sum of the individual grade equivalents for all students in the target group on pre-and post-tests. Means obtained on pre-tests will be subtracted from post-test grade equivalent means.
3. Improving Mathematics
Sum of the individual grade equivalents for all students in the target group on pre- and post-tests. Means obtained on pre-tests will be subtracted from post-test grade equivalent means.

COST DATA

The total budget for the title VIII program for 1972-73 was approved as follows:

Leschi Elementary School	\$126,775
Madrona Middle School	99,259
Meany Middle School	158,547
Garfield High School	218,786

Work Experience	52,825
Management	166,206
Total	\$822,398*

*Includes the 1972-73 grant for \$802,367 plus an estimated unexpended balance from 1971-72 of \$20,031.

Salaries (Professional)	\$52,395
Salaries (Nonprofessional)	53,200
Contracted Services	4,100
(Community Resource Persons— \$3,200)	
(Parent Workshop—\$900)	
Materials & Supplies	4,225
Travel	1,200
Local Travel	
Field Trips	
Telephone Charges	300
Fringe Benefits (Professional)	3,048
Fringe Benefits (Nonprofessional)	8,307

APPENDIX I.

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APPENDIX III.

Estimated Number of Dropouts, U.S. Office of Education Statistics

A recent computation of school retention rates by the U.S. Office of Education indicates that about 75 percent of the young people today graduate from high school and about 25 percent drop out of school before obtaining a high school diploma. This estimate was derived by comparing the 3.0 million persons who graduated from high school in 1972 with the enrollment of 4.0 million in the fifth grade 8 years earlier. The computation indicates that approximately one million young people failed to graduate with their class in 1972. (See the accompanying table.) Some of these will eventually obtain a high school equivalency certificate, and others will complete their formal education in a trade, business, or vocational school.

Although the number of dropouts has held fairly steady in recent years, the percent of young people dropping out of school each year has declined over

the past decade. The three-fourths graduating in 1972 may be compared with a graduation rate of about two-thirds 10 years earlier. The table indicates that some further progress is anticipated for the decade ahead.

The Office of Education bases its school retention rates on fifth-grade enrollment because the high rate of retardation in the early elementary grades tends to inflate the enrollment figures for these grades. Fifth-grade enrollment is regarded as a better measure of the number of persons entering the first grade for the first time 4 years earlier than is total first-grade enrollment for that year. Compulsory attendance laws keep virtually all children in school at least until the fifth grade. Retention rates are based on enrollment in public elementary and secondary schools and are adjusted to include estimates for nonpublic schools.

Estimated number of dropouts between fifth grade and high school graduation: United States, 1950-58 to 1974-82

Fall of—	5th grade enrollment ¹	School year	High school graduates	Dropouts ² , 5th grade to high school graduation (col. 2 minus col. 4)
1	2	3	4	5
1950	2.5 million	1957-58	1.5 million	1.0 million
1952	2.9 million	1959-60	1.9 million	1.0 million
1954	2.9 million	1961-62	1.9 million	1.0 million
1956	3.3 million	1963-64	2.3 million	1.0 million
1958	3.6 million	1965-66	2.6 million	1.0 million
1960	3.6 million	1967-68	2.7 million	.9 million
1962	3.9 million	1969-70	2.9 million	1.0 million
1964	4.0 million	1971-72	3.0 million	1.0 million
1966	4.1 million	1973-74	³ 3.2 million	.9 million
1968	4.2 million	1975-76	³ 3.3 million	.9 million
1970	4.2 million	1977-78	³ 3.3 million	.9 million
1972	4.1 million	1979-80	³ 3.3 million	.8 million
1974	³ 4.0 million	1981-82	³ 3.2 million	.8 million

¹ Compulsory attendance laws keep virtually all children in school at least until the 5th grade.

² Excludes persons who receive high school equivalency certificates and persons who leave the regular school system before graduation to enter trade, business, and vocational schools and who may consider themselves to be high school graduates. The estimated number of persons in these categories is approximately 200,000 a year.

³ Projected by the Office of Education.

Note.—Includes public and nonpublic schools in the 50 States and D.C.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, *Digest of Educational Statistics*, *Projections of Educational Statistics*, and unpublished data.

—W. VANCE GRANT
Specialist in Educational Statistics

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